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ABSTRACT

The third in a series of institutes for the development and improvement of educational programs for older persons dealt with three basic concepts: (1) the need for educational forms other than the classroom; (2) the use of educational processes in the older years as a continuation of education throughout life, rather than as a separate segment; and (3) the need for inter-institutional cooperation and collaboration. The following subjects were discussed in eleven addresses: pre-retirement planning; vocational training needs of older workers; inter-agency communication and cooperation at the community level; an adult degree program called Bachelor of Independent Studies; education for the aging in Florida's community colleges; and the availability of resource material. Reports from county groups, a program outline, a selected bibliography, and a roster of participants are included in the report. (CL)

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THIRD LEADERSHIP DEVELOPMENT INSTITUTE

IMPROVING EDUCATION FOR OLDER ADULTS

1857

DEPARTMENT OF ADULT EDUCATION
FLORIDA STATE UNIVERSITY
TALLAHASSEE, FLORIDA
1972

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IMPROVING EDUCATION FOR OLDER ADULTS

Third Leadership Development Institute

Prepared by

Andrew Hendrickson
and
George F. Aker

Conducted by

Adult Education Department
and
The Division of Continuing Education
Florida State University

in Cooperation with
Florida State Department of Education

and Supported by
The Florida Board of Regents

Florida State University
Tallahassee, Florida
April 17-21, 1972

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ROSTER OF INSTITUTE STAFF

Program Development

Dr. George F. Aker, Professor
and Head, Department of Adult
Education
Florida State University

Dr. Andrew Hendrickson
Visiting Professor of Adult
Education
Florida State University

Dr. Harold Kastner
Division of Community Colleges
State Department of Education

James S. Fling, Administrator
Adult and Veterans Education
Section, Division of Adult and
Vocational Education
State Department of Education

Mrs. Jeanne Brock, Coordinator
of Education for Aging, Adult
and Veterans Section, Florida
State Department of Education

Speakers and Resource Persons

Dr. Howard Y. McClusky
Professor Emeritus
School of Education
University of Michigan
(Keynote Speaker)

Dr. Augustus B. Turnbull, III
Assistant Vice President for
Academic Affairs
Florida State University

Miles T. Dean, Personnel Officer
Department of Health and
Rehabilitative Services
Tallahassee, Florida

Henry E. Richards, Special
Services Consultant, Florida
Employment Service
Department of Commerce
Tallahassee, Florida

Paul B. Richardson, Executive
Director, Volusia County
Citizens Advisory Council
on Aging, Inc.
Daytona Beach, Florida

Maurice S. Cochran, Director
Continuing Education
Edison Community College
Fort Myers, Florida

Dr. Kevin Emmett Kearney
Director, Bachelor of
Independent Studies Program
University of South Florida
Tampa, Florida

Dr. E. A. Giordano, Dean of
University Services
Florida International University
Miami, Florida

Plano B. Valdes, Jr.
Associate Dean,
Community Services
Hillsborough Community College
Tampa, Florida

Philip H. Gilbert, Executive Director
Florida Councils on Aging Project, Bureau on Aging
Jacksonville, Florida

Sidney S. Henry, Coordinator
Title I, Higher Education Act
Florida Board of Regents
Tallahassee, Florida

Oliver Jernigan, Chief
Florida Bureau on Aging
Jacksonville, Florida

Miss Martha Brownlee
Division of Community Colleges
State Department of Education
Tallahassee, Florida

James S. Fling, Administrator
Adult and Veterans Education Section, Division of Adult and Vocational Education
State Department of Education
Tallahassee, Florida

Mrs. Jeanne Brock, Coordinator of Education for Aging, Adult and Veterans Section, Florida State Department of Education
Tallahassee, Florida

Dr. Evelyn M. Duvall
Educational Director, Institute of Lifetime Learning
Sarasota, Florida

Mr. Willis Atwell, Deputy Commissioner, Administration on Aging, Social and Rehabilitative Services, Department of Health, Education and Welfare
Washington, D. C.

Dr. Andrew Hendrickson
Visiting Professor of Adult Education
Florida State University

Graduate Student Assistants
Department of Adult Education
Florida State University

Mrs. Ernestine Boclair
Mrs. Violet Malone
John Minnis
John Harris

Support Staff

Mrs. Harriett Brown
Administrative Assistant
Department of Adult Education

Mrs. Renée Perras, Secretary
Department of Adult Education

Mrs. Jennifer Russell, Secretary
Department of Adult Education

John Thomas Morris
Division of Continuing Education

FOREWORD

It is a pleasure for the Department of Adult Education of Florida State University to present this report of its third in a series of institutes for the development and improvement of educational programs for older persons. Older persons as a class have many needs, the satisfaction of which can in many cases be achieved through educational processes. Emphasis here should be on the word "processes". Sitting in classrooms is not the metier for the majority of older persons in solving their problems. It is more likely to be one of the other educational forms such as counseling, clinical consultation, on-the-job training, field trips, travel, educational TV, individual instruction as in the arts and crafts, etc. This was one of the basic concepts underlying this institute.

A second basic concept was that education for older persons should not be considered as a separate segment of education to be tacked on in the later years. Rather, use of educational processes in the older years should be a continuation of practices established in the early and middle years and carried naturally and logically into the later decades of life. Of course, in order for this concept to become universal, the traditional viewpoint about education will have to undergo a radical change. Instead of thinking about it segmentally; that is, education for children, education for adolescents, education for young adults, middle aged adults, and older adults, we will have to conceive of education as a process continuing throughout the lifespan of each individual, only changing its form and emphasis to fit the developing needs of the person.

A third basic concept underlying this institute was the need for inter-institutional cooperation and collaboration. As has happened historically in the field of general adult education, programs for meeting the most dramatic needs of the aging have sprung up sporadically without much advance planing or coordination. This has been especially true in the areas of medical and nursing care, housing, transportation, and nutrition. The need for education is less dramatic, therefore it has received less attention. But even here efforts in each local community are scattered over a variety of formal and informal educational agencies with many needs falling in between. With the knowledge of this situation in mind recruitment for this institute was designed to bring together an approximately equal number of adult educators from the schools and colleges and administrators of community service agencies catering to older persons and whose programs included, or could readily include, educational aspects.

During the institute the participants were grouped in several different kinds of mixes which were designed to make the formal and informal educators intimately acquainted with each other's problems, interests, capabilities and resources. Participants from each of the political units from which they came were further given the opportunity to make a commitment as to how they would jointly try to improve and expand educational programs for older persons when they went home from the Institute. We devoutly hope that it works! In fact we plan to conduct a follow-up study later to try to guage the degree to which we were successful.

George F. Aker, Head
Department of Adult Education
Florida State University

OBJECTIVES OF THE INSTITUTE

The objectives of the Institute were of two kinds: overt and covert. The overt objectives were:

1. To stimulate the participants to develop more and better programs for older citizens.

2. To initiate a situation where adult educators from formal educational institutions would be brought into intimate contact over a period of time with administrators of community agencies serving the aged. Professional educators need to know what other agencies are serving the older population and what kinds of services are being performed including that of education. In turn, the service agencies need to be thoroughly acquainted with both the extent to which educational institutions are already serving the needs of older persons and what their potentials are for further service. The best possible educational programs for the elderly could only be accomplished through inter-agency cooperation. This kind of cooperation could only come, it was felt, by having representatives from each camp get to know each other personally and by placing them in situations where teams composed of persons from both groups could make joint commitments for "back home" improvements.

3. To expose the participants to a number of state and national agency personnel and to considerable case material which would reveal to them a rich array of resources and several examples of innovative design in providing educational programs for older citizens.

The covert, or less obvious, objectives included that of providing a sheltered period of four days away from the distractions of office and home where participants could give some consecutive time to thinking deeply about the problems of programming for the aging. Not the least of the lesser objectives was that of putting our experiences into a resource document which could be useful to ourselves and others over an extended period of time.

KEYNOTE ADDRESS: EDUCATION AND AGING

by

Dr. Howard Y. McClusky
Professor Emeritus
School of Education
University of Michigan

The dominant theme of much of the discussion about Older Persons is essentially pessimistic in character. We do not have to wander very far to discover why this is so. In the first place Older Persons are confronted with threats to their health that frequently occur with advancing years. In the second place the great majority of Older Persons are subject to substantial reductions in income without an equalizing decrease in their continuing need for financial resources. In the third place retirement usually leads to a decline in position with a collateral reduction in status and influence affecting not only the retiree but also many of those to whom he is significantly related . . . And so forth . . . In other words great numbers of Older Persons are covertly if not overtly engaged in a running battle for survival with their attention given primarily to devising strategies for recovering from actual losses or strategies designed to circumvent anticipated losses or both. It is not surprising therefore to discover that much of the discussion about Older Persons over the media, in conferences, and in the lay and professional literature is more likely to deal with the plight rather than the opportunities of persons in the later years.

But when we turn to education we find a more optimistic domain. In fact education is itself essentially an affirmative enterprise. For instance education for Older Persons is based on the assumption that it will lead to something better in the lives of those participating. It also proceeds on the collateral assumption that Older Persons are capable of a constructive response to educational stimulation. Thus because of its faith in the learning ability of Older Persons and because of its confidence in the improvement that results from learning, education in contrast with other areas in the field of Aging can be invested with a climate of optimism which is highly attractive to those who may be involved in its operation.

From an educational viewpoint the impressive and distinguishing feature of our times is the fact that we are living in a "learning society." Within recent decades and at an ever increasing rate we have been arriving at a stage where learning has become an essential condition for participating and advancing in the world about us and equally mandatory for personal development. This new condition is largely the result of profound and accelerating change. In fact change is now transforming all aspects of living for all people of all ages. This process has become so pervasive that in order to cope with the dislocations and take advantage of the opportunities which change produces, education must now be thought of as being as continuous as change itself and must also be programmed so that all persons regardless of age may take part in learning throughout the length of his years.

The implications of this new outlook for education as a whole can scarcely be exaggerated. Its implications for the education of Older Persons is especially far reaching and urgent. For in the case of the Older Person change has a double and uniquely aggravating dimension. First there is the change in the environing society. But second there are changes in the life situation of the person as he grows older. Hence for persons in the later years change gives rise to a "double jeopardy." That is the changes in the society surrounding the individual compounds the re-adjustments induced by the age related changes occurring within the individual. Thus if education is to be relevant for the unique situation of the Older Person and moreover if it is to be effective, it must without compromise deal with the multiple impact of change inherent in the life stage which older people occupy. Such an encounter should generate an educational program markedly different from that associated with the "credential system" of formal education.

But however inappropriate the standard instruction of the elementary and secondary schools might be for persons in their later years the fact remains that Older Persons were once young and that the schooling they received in their childhood and youth constitutes a basic foundation for whatever learning they may pursue as adults. What then do the results of research show about the amount of schooling which the present generation of Older Persons have received in their earlier years?

The evidence indicates that the level of formal schooling attained by Older Persons is far below the national average for all portions of the population. One fifth of persons over 65 are regarded as functionally illiterate; only one third of those over 65 have continued beyond the eighth grade. In any random sample of the population the oldest are the most poorly educated.

The situation becomes even more serious when we examine the probable quality and relevance of the instruction they received. For example since they went to school from 60 to 80 or more years ago, it is plausible to expect that teachers then were less qualified than they are today, that instructional materials and facilities were less adequate than they are today and that the subject matter they studied would today be regarded as clearly out of date.

The implications of this deficit might be eased if Older Persons compensated for their lack of schooling by taking part in activities designed specifically for their instruction. But here again the data give us little cause for celebration. For instance research indicates that persons over 50 are under-represented in adult educational activities and that the degree of under representation increases with the advance in years. This is especially true for Adult Basic Education where the need of Older Persons is greatest.

But is this low level of schooling and participation paralleled with an equally low level of mental ability? Is it possible that in this deficit of educational achievement we also have a deficit in the ability to achieve? The answer is an emphatic no! Research presents no evidence that after a person enters his years of adulthood, age per se is a barrier to learning. On the contrary in many cases age may be an advantage in learning. Thus we are on solid empirical grounds in saying that we can teach an old dog new tricks; in fact there are probably some tricks an old dog can learn better!

The picture suggested so far by our discussion is a mixed one and not as optimistic as our introductory comments might lead us to expect. On the one hand we find Older Persons gravely deficient in formal schooling and participating little in adult educational activities. On the other hand we find Older Persons fully capable of learning, in a world of dramatic change when learning is so important and when the rewards of learning are potentially great. How can we more nearly match their need to learn with a better performance in learning?

The answer to this question probably lies somewhere in the realm of motivation. It is our hypothesis that in general Older Persons do not perceive education as having any relevance for their interests and needs. This point was repeatedly confirmed in the community discussion groups held throughout the country in preparation for the White House Conference meeting in Washington, D.C., during the period November 28 to December 2, 1971. Assuming this to be a valid assessment what does it mean for the Education of Older Persons?

In attempting to answer this question we should be reminded that Older Persons apparently regard education as something separate and different from the programs of other service areas with which they are more familiar. There are health services, financial services, legal services, housing services, etc. and more or less as a post script there are educational services. Moreover the educational image of Older Persons is based on the memory of the schooling they received in childhood and youth—an image that bears little resemblance to the urgencies of the situation in which they currently find themselves. It is not surprising that their typical response to any queries about education is often "Why do I need any more education? What can it do for me? It is too late for that," etc.

Such an attitude obviously imposes severe limitations on the potential of Older Persons to cope effectively with their survival needs as well as their ability to increase the significance of their continuing development. Instead of thinking of education as a thing apart or as a decorative option, it should be regarded as a principal component of all the services designed to meet the necessities of living. More specifically education should play an important role in the production, maintenance and protection of health and income. It should also be a basic element in solving problems of housing, the use of legal services, in the adjustment to change of relationships in the family, community organizations, etc. In short education should be regarded as a program category to which all other aspects of living in the later years should be related. In this sense it would become an "umbrella" for working in and comprehending the field of aging as a whole.

But the full scope of the field is even more comprehensive than that suggested by our analogy of the "umbrella." In a more fundamental and generic sense education for aging should be relevant for persons of all ages and not merely for those in the later years.

In order to clarify this point let us first look at persons in the mainstream of productive adulthood. In at least two respects they have an important stake in Education for Aging. They need instruction about the problems, and opportunities of living in the period beginning with age 65, first, because they will need to provide the favorable climate of support, acceptance and understanding in which programs for Older Persons may develop, and second, because they will need to begin to think constructively about retirement for themselves, preferrably as early as age 45 and at least by age 55. Let us look at the second of the two preceding points in greater detail.

The basis for making a case for pre-retirement education is a sound one. An early introduction to the decisions that an adult will be compelled to make as he (or she) makes the transition from a working to a nonworking style of life will enable the individual to anticipate the hazards and the opportunities of the later years. By so doing he will be able to regulate his performance in advance so that when they appear the hazards will be defused and the opportunities exploited.

In a youth oriented society the problem of persuading a middle aged person to admit that some day he too will be an Older Person and should therefore take some rational measures in anticipation thereof often gives rise to difficulties of motivation which are extremely frustrating. But the need for developing procedures for resolving these difficulties is an additional and compelling argument for the relevance of thinking of Education for Aging as applying not only to those in the years 65 and beyond but also those who are not yet "older" but are irreversibly on their way to becoming so.

There is yet another respect in which Education for Aging is more than Education for Older Persons. This is perhaps the most comprehensive of the categories we have proposed. We refer to education for life long development. Education for Older Persons gives society a reason for looking at the complete life span as a whole. Technically speaking aging begins with the beginning of life and while this fact may appear to be a far cry from the problems exacerbated by the survival needs of Old Persons it reminds us that any point in one's total life line has a significance which is a product of both its past and future. In other words a person has a relation to the time dimension of his life with which he must come to terms if he is to fulfill the promise of his potential.

At this point the biological view of the life span as a rise for growth, a plateau for maintenance and a decline for regression gives us only part of the picture. It is proposed here that a more complete picture may be derived in some of the developmental theories of personality. To illustrate let us look at Erickson's theory of the maturing individual.

To summarize his position he postulates that there are eight developmental stages from the beginning to the end of life. In infancy we begin with the achievement successively of autonomy and initiative. In middle childhood we acquire the skills of industry and work and in adolescence a sense of identity. Building on these five stages of childhood and youth, the first task of the adult is to develop a sense of intimacy, next he must move into the stage of generativity and finally as a culmination to life long development he must achieve a sense of ego integrity. In other words the Erikson formulation proposes a stage by stage progression toward fulfillment in maturity.

There are risks in presenting such a comprehensive theory in such an abbreviated form. But we have done so in order to support the view that more than the current biological and psychometric picture of the life span is necessary in order to formulate a fundamental and comprehensive program of education for life long fulfillment. In an optimal and operational sense the last stages of life should be a guide for education in all the sequences and at all the stages leading thereto. To qualify as a complete and fundamental view we must then regard Education for Older Persons as designed not only to help them cope with the requirements for survival but also by using expressive, contributive and influence activities to assist them in achieving their potential. In short we are proposing that it takes a life time to develop a complete self. Education should aid in this process.

As a post script to the above discussion let us return to our initial theme of education as an "accent on the positive." At this point we need to remind ourselves that Education for Older Persons will realistically and for the foreseeable future constitute the principal part of Education for Aging and that for immediate and operational purposes the bulk of Education for Older Perons will be devoted to helping them cope with threats to their survival and autonomy as well as insults to their integrity. But for more fundamental and ultimate purposes society's stake in the education of Older Persons is that of helping them become a more effective resource for the improvement and enrichment of society itself. In the context of this view Education for Older Persons is an investment by society in resource development. It is based on the assumption that Older Persons have experience and special assets which the society needs for the cultivation of its health and well being. Society still lags gravely in recognizing the validity of this view. Its full acceptance and implementation with understanding is one of the major tasks of education.

Where will we find the agencies to develop the programs envisaged in the preceding discussion?

All agencies with education as a part or full time objective should be regarded as potential contributors to Education for Aging. In the informal domain we would include organizations of older persons, churches, synagogues, labor unions, farm and business organizations, civic associations, libraries, museums, community centers, etc. In the formal domain we would include private and public schools from the kindergarten through post-graduate and professional education. Above all we would welcome the realm of radio and television broadcasting with a sharp lookout for cable television that is just emerging.

In the case of all these agencies Education for Aging should appear as an explicit and separate commitment in both statements of purpose and as a line item in budgets. It should not be allowed to become buried in the amorphous terrain of general funds or lost in general expressions of pious intent. This point is particularly relevant at the federal level. Nowhere does the federal government take specific and primary responsibility for leadership in the field of Education for Aging. Neither in the Administration on Aging nor in the Office of Education. This deficit is a scandal and should be liquidated in the immediate future.

But to complete this section on a more positive note we should report two developments which show substantial promise of superior achievement in Education for Aging. One of these may be observed in the phenomenal growth of the Community College. The basis for this optimism is contained in the fact that the new breed of Community Colleges is by franchise and by budget allocations designed to make community services and adult education a principal part of its overall program and to make these activities coordinate in status with that of the more traditional transfer programs of credit instruction. Already there is evidence that Community Colleges are beginning to take seriously their responsibility for providing educational services for Older Persons. At this stage only a beginning has been made but the potential of the Community College to serve the elderly is there and could soon be realized.

Another promising development is the wide spread development of the Community School. Stimulated to a large extent by the example of the public schools of Flint, Michigan and in part encouraged by subsidies from the Mott Foundation, the Flint type of community school is being adopted as a part of the regular school system in all parts of the country. The essence of the Community School idea is that of service to all people of all ages in terms of their needs and preferences, often as a result of their participation in program development. Apparently the Community School is more responsive to the educational needs of Older Persons than the traditional K-12 institution. It is quite possible that the Community School either alone or in combination with the Community College will become the most feasible, responsive and certainly the most universal vehicle for providing educational services for Older Persons.

In conclusion Education for Aging should have a much higher priority in the programs of the educational enterprise than it now has. It should be an instrument for helping deliver the services set up to meet the survival needs of Older Persons. It should also upgrade the talents of Older Persons as a resource in nurturing the well being of society. It should aid in the progressive attainment by individuals of life long fulfillment and in so doing constitute a principal part of the education of persons at all ages.

The opportunities for the development of attractive and highly functional programs of Education for Aging is unlimited. The exploitation of these opportunities will require new resources, commitment, and creative leadership.

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PRE-RETIREMENT PLANNING—AN URGENT NEED

Miles T. Dean, Personnel Officer
Department of Health and Rehabilitative Services

The tremendous population growth of Florida, beginning in the forties, resulted in a similarly large growth in the number of employees hired by the various Florida State Agencies. A large percentage of these employees had had work experience prior to the war, as well as several years service in the armed forces, which resulted in their having a higher than average intake age. This, and passage of the Florida State and County Officers and Employees Retirement System Law in 1945, has brought us to a point where a large number of employees are approaching either retirement age or the time when retirement plans must be considered.

The customary practice of the Florida Division of Personnel has been to counsel an employee three or four months prior to retirement about his benefits and any difficulties that could be anticipated. But due to the large increase in the number of retirees, and especially due to the problems they were encountering, the Division of Personnel felt that this practice was no longer satisfactory. It began plans for a broader, more direct, constructive program based on retirement planning.

A collection of ideas of what should, and could, be incorporated into this program was begun. Two publications were helpful in this respect: "Preparation for Retirement" (Personnel Brief No. 28, Public Personnel Association), by Homer M. Martinson, and the Dade County Florida Personnel Department Pre-Retirement Planning Course. Since state employees are geographically widely dispersed, a single day-long session in each area seemed to be more feasible than a series of one or two-hour meetings. Also, the urgent need to inform many persons as rapidly as possible required more immediate action than a plan of weekly or monthly meetings would permit.

Attendance at the first program was limited to employees 50 years old and over who had at least 10 years of service with the State. (Ten years of service is required to be eligible for benefits under the law.) When the program was announced, a defensive attitude was sensed as the initial reaction of many older employees. There were indications that they felt they were being rushed to retirement. Consequently, it became necessary to stress strongly and as often as possible, in written communications and in conversation, that the purpose of the planning program was to assist employees in preparing themselves for retirement so that it might be a more satisfactory experience for them.

The program finally developed as follows:

9:00- 9:10	Introduction
9:10- 9:55	The Importance of Pre-retirement Planning: Insurance company representative
9:55-10:25	Movie: "Preparation for Later Years—Financial Planning"
10:25-10:40	Break
10:40-11:30	Benefits of the Florida State Retirement Plan: Retirement system representative
11:30-11:50	How I Could Have Better Prepared for My Retirement: A retired employee
12:00- 1:30	Lunch
1:30- 2:30	Social Security Benefits After Retirement: Social Security representative Medicare: Same as above
2:30- 2:40	Break
2:40- 3:20	Legal and Tax Aspects of Retirement: Internal Revenue Service representative
3:20- 4:00	Question and Answer Session with subject matter experts

An evaluation sheet was given to each participant. The enthusiasm and appreciation expressed at the close of the day's program, as well as the responses recorded on the evaluation sheets, went so far beyong the normal "bouquets" that it was obvious the presentation had met a very urgent need. Continuation of the program, to encompass larger groups of employees, was needed.

The idea was discussed with the Florida Personnel Officers Association, which is composed of personnel directors of the agencies under the State merit system. As a result, a committee was appointed to plan a program to be given throughout the state for employees of the various agencies.

The first of such programs was presented in the southeastern section of the state in May 1967 for employees of the several agency offices in that general area. The response to this program was gratifying and the evaluation of the topics and speakers by the participants has been very helpful in preparing subsequent programs to be presented in other areas.

The most-often suggested ideas for improving the program, as recorded on the evaluation sheets, were, in order of their popularity:

**Devote more time to a discussion of the State retirement system.

**Make the program available to younger employees.

**Provide more hand-out material with specific information on the State retirement system.

**Include discussion and information on earning supplemental income beyond retirement pay.

**Include discussion of developing hobbies and leisure time activities.

**Provide more time for questions.

**Include consideration of housing.

**Hold small, round-table discussions to provide more specific details.

Almost all participants indicated that a pre-retirement planning program like this should have been started earlier, so that they could have given more adequate time and attention to retirement planning.

As a result of the information collected in the two programs, it is evident that sufficient understanding of the overall retirement system is not being obtained by our employees. Although detailed information is distributed by the state retirement office to the agencies, it appears that this information either is not reaching individual employees or that they are not being counselled sufficiently to understand the law's provisions. It appears that proper attention has not been given to the needs of employees in retirement planning.

Laws, of course, constitute the first necessity for retirement programs, but it is important for employees to have an adequate understanding of the laws, and to be assisted in overall planning for retirement. The response from participants in the Florida programs indicate that employees need help in this direction, and that they are very appreciative of assistance with this difficult problem.

VOCATIONAL TRAINING NEEDS OF OLDER WORKERS

by

Henry E. Richards
Special Services Consultant
Florida Employment Service
Department of Commerce

In our world the option of employment is precious and crucially important for older workers past 65. Part-time or temporary work gives relief from poverty and provides vocationally significant activities that serve to re-focus the meaning of life.

Competent government authorities* agree on these findings:

People live longer today and will spend more years in the retirement period of life in the years immediately ahead.

Twenty million people are over 65 today; it will be 25 million in 1980.

Thirty percent of people over 65 live at the poverty level and their economic position will worsen.

About 20% of workers over 65 are employed; 80% don't work, many because they can't find it.

Earnings of older workers drop sharply at 65: part-time work is needed to supplement social security and pensions.

Inflation steadily erodes already inadequate retirement incomes.

Early, forced retirement (at ages 60-62) is increasing and by allocating more years to retirement, this increases the maintenance costs of elders over longer retirement periods.

Pension policies of industry and government powerfully affect the retirement decision of workers adversely forcing retirement on low incomes.

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*Paraphrased from Report of the Senate Special Committee on Aging: "Employment Aspects of Economics of Aging", 1969

Labor force participation of older men has long been declining; more older women work, however.

Forced retirement causes some workers to play the "sick" role rather than admit an "unemployed" status.

The USA dependency ratio (Ratio of workers to retirees) has climbed to 28.3.

Unemployment in middle years (40-65) is dangerous because it risks long term, permanent unemployment as periods of joblessness increase.

Regular retraining of middle aged workers would help maintain their continuity of employment in this critical period of their work lives.

Employment income is clearly so much higher than retirement income that older workers should have choices, alternatives, as to whether they wish to retire or not.

The traditional attitudes of four groups toward older workers are predictably non-progressive:

1. Employers believe four myths about Older Workers (all untrue):

   a. They are rigid and inflexible; can't learn.
   b. They can't meet production standards.
   c. They can't pass physical exams.
   d. They cost more in pensions and insurance.

2. The community attitude is indifference and apathy: The public is usually unaware of the economic problem unless a high percent are older workers themselves, as in Arizona or Florida.

3. Attitudes of Professional Staff: Teachers, counselors, administrators, health, welfare, and rehabilitation personnel are often insensitive, unaware of crucial training needs for vocational improvement and technological updating of older workers skills.

4. Older Workers themselves are fearful of job-failure and fearful of learning-failure. They continually re-live the self-fulfilling prophecy of failure.

Urgently needed is a new National Employment Policy — For the Public Employment Service:

> Establish full employment for Middle Aged and Older Workers by equalizing opportunities in Work Force with other workers; but avoid the climate producing the welfare-dependency approach.

Specific steps urged by the Senate Special Committee on Aging:

> Use newest, best training techniques (Belbin's Discovery Method) for persons long out of the classroom, OJT also, for example.
>
> Provide incentives to industry to make training continuous in order to provide the crucial adaption to new technologies necessary for older persons.
>
> Encourage policies to keep OW's informed effectively about the labor market by job vacancy studies, job banks, job search channels.
>
> Increase staff support to enforce Federal Age Discrimination Law so that forced early retirement doesn't force workers into poverty.
>
> Provide a comprehensive program of employment services and opportunities for middle aged and older Americans (Senate Bill 34180).
>
> Compulsory vesting of all private pension plans; also in government pension like SS Law.
>
> Provide workers over 55 with extended UI benefits to extend job search time.
>
> Reassess national policies with respect to the effect of earnings on Social Security benefits especially policies giving no extra credit if retirement is postponed after 65, and reducing benefits if earnings exceed specified amounts.

Overwhelming Importance of Education to Older Workers:

> Employers mistakenly reject older workers as unfit for industrial production; community indifference and apathy stems from ancient stereotyping and ignorance; professional teachers, counselors, and administrators are insensitive, unaware that poverty persists needlessly; older

workers' fears and hangups make them relive the self-fulfilling prophecy of failure endlessly.

Basically, education, or the lack of it, is just as influential a variable as age itself. A review of what education means in three highly indicative areas is striking:

1. Labor force participation increases 9% with high shhool education.

2. Better paying (professional) jobs increase 8% with college education.

3. Unemployment rates show dramatic decreases as education increases.

With education all three indicators show marked improvement, with every additional increment of education achievement helps to remove occupational uncertainties from individual lives. (Source: The Employment Problems of Older Workers, Bulletin 172, U. S. Department of Labor, pages 23-24.)

Suggested tasks for Community Coordinators on Aging:

1. Establish local "Information-Referral Centers" (Volunteer Bureaus) linking income, health, education, employment, welfare, rehabilitation agencies together to help solve oldsters' problems.

2. Establish linkages between school, health, employment, legal and welfare counseling activities so knowledge of community resource agencies is shared.

3. Establish "pre-retirement planning and counseling" training sessions for groups and individuals to prepare them for retirement, 5 to 10 years beforehand.

4. Establish community college courses in "Creative Job Search Techniques" to teach "How to Get a Job".

5. Refer senior workers to MDTA, Vocational Training Courses, etc., by consulting local employment service offices. (List Attached)

Florida

DEPARTMENT OF COMMERCE

REUBEN O'D. ASKEW, GOVERNOR - TOM ADAMS, LIEUTENANT GOVERNOR

DIVISION OF LABOR AND EMPLOYMENT OPPORTUNITIES

STEPHEN MARC SLEPIN, DIRECTOR

BUREAU OF EMPLOYMENT SERVICES
CALDWELL BUILDING
TALLAHASSEE, FLORIDA 32304
TELEPHONE (904) 599-8225
L. F. SHEBEL, CHIEF

CLEARANCE OFFICE
CALDWELL BUILDING
TALLAHASSEE, FLORIDA 32304
TELEPHONE (904) 599-8230
MABLE WALTERS, CLEARANCE OFFICER

BRADENTON - 4105
321 - 15 STREET, WEST
BOX 889, ZIP 33505
PH. # (813) 747-2921
EARL DOWDY, MGR.

CLEARWATER - 4110
2312 GULF-TO-BAY BLVD.
BOX "C", ZIP 33518
PH. # (813) 442-5151
LOUIS FREY, MGR.

COCOA - 4115
840 FOREST AVENUE
BOX 880, ZIP 32922
PH. # (305) 636-5511
JAMES E. HART, MGR.

DAYTONA BEACH - 4120
702 S. RIDGEWOOD AVE.
BOX 870, ZIP 32015
PH. # (904) 255-2461
JOHN SHAW, MGR.

***FT LAUDERDALE - 4135**
105 - 107 E. BROWARD BLVD.
BOX 1542, ZIP 33302
PH. # (305) 524-8641
CHARLES R. SAUNDERS, MGR.

FT LAUDERDALE WIN - 4505
209 E. BROWARD BLVD.
BOX 1542, ZIP 33302
PH. # (305) 525-3714
MRS. P.S. MEIR, PROJ. SUPV.

FT MYERS - 4140
2115 MAIN STREET
BOX 159, ZIP 33902
PH. # (813) 334-1139
JOSEPH C. TOOKE, MGR.

FT PIERCE - 4145
1409 ORANGE AVENUE
BOX 337, ZIP 33450
PH. # (305) 464-6600
HAROLD LE MIEUX, MGR.

FT WALTON BEACH - 4155
130 STAFF DRIVE, N.E.
BOX 1060, ZIP 32548
PH. # (904) 243-8151
ROY P. RISH, MGR.

GAINESVILLE - 4160
315 S.E. SECOND AVE.
BOX 910, ZIP 32601
PH. # (904) 372-4355
WILLIAM J. KRIECK, MGR.

HOLLYWOOD - 4165
4205 HOLLYWOOD BLVD.
BOX 2448, ZIP 33022
PH. # (305) 987-3550
FRANCIS A. SAMPSON, MGR.

HOLLYWOOD WIN - 4510
5720 JOHNSON STREET
BOX 2448, ZIP 33022
PH. # (305) 966-3550
B. R. WEISMAN, PROJ. SUPV.

JACKSONVILLE AREA - 4175
215 MARKET STREET
ZIP 32202
PH. # (904) 358-2300
G. H. PUNSHON, METRO. MGR.

JACKSONVILLE - 4176
215 MARKET STREET
ZIP 32202
PH. # (904) 358-2300
HENRY F. QUANDT, MGR.

JACKSONVILLE CEP - 4178
400 W. ASHLEY STREET
ZIP 32202
PH. # (904) 791-0461
R. L. REYNOLDS, MGR.

JACKSONVILLE JOB BANK - 4179
215 MARKET STREET
ZIP 32202
PH. # (904) 358-2300
M. C. MORRIS, MGR.

JACKSONVILLE WIN - 4515
215 MARKET STREET
ZIP 32202
PH. # (904) 358-2300
G. H. RIEDEL, PROJ. SUPV.

JACKSONVILLE YOC - 4177
125 W. CHURCH STREET
ZIP 32202
PH. # (904) 354-9021
H. K. ROCK, MGR.

KEY WEST - 4180
419 CAROLINE STREET
BOX 72, ZIP 33040
PH. # (305) 296-8512
J. H. KNIGHT, MGR.

LAKE CITY - 4185
310 N. HERNANDO STREET
BOX 1237, ZIP 32055
PH. # (904) 752-3121
MRS. ANNE N. GODING, MGR.

LAKELAND - 4190
515 E. LEMON STREET
BOX 1688, ZIP 33802
PH. # (813) 682-7116
KENNETH RINGDAHL, MGR.

LEESBURG - 4195
206 N. THIRD STREET
BOX 690, ZIP 32748
PH. # (904) 787-2213
GLYN FAIRCLOTH, MGR.

MARIANNA - 4200
218 N. CALEDONIA STREET
BOX 977, ZIP 32446
PH. # (904) 482-2051
JOHN D. WESTER, MGR.

MELBOURNE - 4205
405 E. NEW HAVEN AVE.
BOX 1418, ZIP 32901
PH. # (305) 723-0641
WILLIAM D. MCDILDA, MGR.

MIAMI AREA - 4210
1350 N.W. 12 AVENUE
BOX 684, ZIP 33152
PH. # (305) 377-2411
HARRY L. TYSON, METRO. SUPV.

MIAMI CEP - 4215
6444 N.W. 7 AVENUE
ZIP 33150
PH. # (305) 757-1512
ERNEST DICKHAUT, MGR.

MIAMI DOWNTOWN MANPOWER CENTER
234 W. FLAGLER STREET
ZIP 33130
PH. # (305) 377-2411
DONALD F. VETROMILE, MGR.

MIAMI INDUSTRIAL - 4212
1350 N.W. 12 AVENUE
BOX 684, ZIP 33152
PH. # (305) 377-2411
JAMES R. DIETRICH, MGR.

MIAMI JOB BANK - 4216
1350 N.W. 12 AVENUE
BOX 684, ZIP 33152
PH. # (305) 377-2411
GLENN SCHLEUCHER, SUPV.

MIAMI SKILL CENTER - 4218
50 N.W. 14 STREET
ZIP 33136
PH. # (305) 358-4925
GEORGE SANDERS, SUPV.

MIAMI WIN - 4520
46 S.W. FIRST STREET
4TH FLOOR, ZIP 33130
PH. # (305) 371-0611
J. I. VAUGHAN, PROJ. SUPV.

OCALA - 4220
1007 S.W. FIRST AVENUE
BOX 728, ZIP 32670
PH. # (904) 622-4291
HALFORD S. WRIGHT, JR., MGR.

ORLANDO AREA - 4225
STATE OFFICE BLDG.
WINTER PARK, ZIP 32789
PH. # (305) 644-1441
T. W. LAWTON, JR., METRO. MGR.

ORLANDO WIN - 4525
123 SOUTH COURT
ZIP 32801
PH. # (305) 423-3424
JAMES O. SESSE, PROJ. SUPV.

ORLANDO YOC - 4226
117 SOUTH COURT
ZIP 32801
PH. # (305) 423-2575
ARTHUR DICKINSON, MGR.

PALATKA - 4240
225 N. SECOND STREET
P.O. DRAWER "J", ZIP 32077
PH. # (904) 325-5361
JOSEPH H. FOY, JR., MGR.

PANAMA CITY - 4245
114 E. NINTH STREET
BOX 38, ZIP 32401
PH. # (904) 763-4645
LAWRENCE B. WATSON, MGR.

PENSACOLA - 4250
236 W. GARDEN STREET
BOX 1391, ZIP 32502
PH. # (904) 432-7651
LEIGHTON H. PEARCE, MGR.

PENSACOLA WIN - 4530
236 W. GARDEN STREET
BOX 1391, ZIP 32502
PH. # (904) 432-7651
T. C. WATSON, PROJECT SUPV.

PERRINE - 4255
9744 S.W. 175TH STREET
ZIP 33157
PH. # (305) 238-7861
JOHN F. HILL, MGR.

PERRY - 4260
112 W. GREEN STREET
BOX 480, ZIP 32347
PH. # (904) 584-7604
THORNWELL G. BROWN, MGR.

ST PETERSBURG - 4270
525 MIRROR LAKE DRIVE
BOX 10490, ZIP 33733
PH. # (813) 893-2255
JOHN WYNNICK, MGR.

ST PETERSBURG WIN - 4535
1000 ARLINGTON AVENUE
BOX 10490, ZIP 33733
PH. # (813) 893-2255
STANTON K. LEE, PROJ. SUPV.

SANFORD - 4280
200 SOUTH FRENCH AVE.
ZIP 32771
PH. # (305) 322-7322
RALPH W. PRESCOTT, MGR.

SARASOTA - 4285
2139 MAIN STREET
P.O. DRAWER "Y", ZIP 33577
PH. # (813) 958-4481
BENJAMIN M. BIRDSONG, MGR.

TALLAHASSEE - 4290
214 N. DUVAL STREET
BOX 1367, ZIP 32302
PH. # (904) 224-7146
DOUGLAS M. MOODY, MGR.

TALLAHASSEE WIN - 4550
517 WEST GAINES STREET
BOX 1367, ZIP 32302
PH. # (904) 224-8358
MRS. MAE D. JACKSON,
WIN PROJ. SUPV.

TAMPA AREA - 4300
800 TWIGGS STREET
BOX 1572, ZIP 33601
PH. # (813) 229-5121
ROBERT C. SIMMONS, METRO.
MGR.

TAMPA - 4301
800 TWIGGS STREET
BOX 1572, ZIP 33601
PH. # (813) 229-5121
JACK BURGESS, MGR.

TAMPA CEP - 4303
112 E. CASS ST., ROSS BLDG.
ZIP 33602
PH. # (813) 223-4205
EDWARD H. KEISER, MGR.

TAMPA WIN - 4540
1212 FLORIDA AVE.
RM. 260, ZIP 33602
PH. # (813) 229-5121
H. T. TALTY, PROJ. SUPV.

TAMPA YOC - 4302
1212 FLORIDA AVE.
ZIP 33602
PH # (813) 229-5121
T. P. O'BRIEN, MGR.

WEST PALM BEACH - 4305
910 EVERNIA STREET
BOX 508, ZIP 33402
PH. # (305) 655-3011
ROBERT M. DOUGLAS, MGR.

WEST PALM BEACH WIN - 4545
421-A CLEMATIS STREET
BOX 508, ZIP 33401
PH. # (305) 655-3011
R. J. PHILLIPS, PROJ. SUPV.

WINTER HAVEN - 4310
401 FIFTH ST., N.W.
BOX 1479, ZIP 33880
PH. # (813) 294-3113
JOHN P. DOCKERY, MGR.

WINTER PARK (ORLANDO) - 4315
STATE OFFICE BLDG.
ZIP 32789
PH. # (305) 644-1441
JAMES L. FOUNTAIN, MGR.

*PROFESSIONAL OFFICE NETWORK

LUNCHEON ADDRESS

by

Hon. Verle A. Pope, Senator
Duval County

One of the problems that we have is the literally thousands and thousands of people who are not only over 65, but who are in, you might say, the unemployable group, when they once get out of a job anywhere from age 50 on. A person who is not able to go into business for himself who is over that age, finds it extremely difficult to find employment anywhere. But what we do need is a better organization throughout the state where the needs of these people can be made better known to members of the legislature. Now one of the great problems we have is that every group or every person has an entirely different concept of what is needed. This comes about because, of course, there is a great and wide variance in the needs of people even though they may be of the same age.

We have of course the group that is on welfare and I think that we very badly need legislation, although we have made a great deal of progress there, that would make it possible for these people to work somewhere and then go right back onto welfare on and off almost at will, rather than to require some complicated forms be filled out; because if one of them ever quits and takes a job, it takes him so long to get back with the time that he loses, he never makes that mistake again. Consequently, we are not encouraging that person to take advantage of the working opportunities that are available.

Now, the other problem and the problem that in many ways I suppose I have had the biggest heart for, is this group of people who have been business executives of a type, people who have provided for their future. They have a retirement. They thought they had a retirement. And when they reach that age at which $150 to $200 some years ago was considered a very good retirement plan, they find out that inflation has simply wiped it out and it isn't even sufficiently adequate to hold body and soul together. I am sure that some of you of my generation remember looking in the magazines and seeing the Metropolitan Life Insurance ad, "Retire and see the world at age 50 on $200 a month." And here was a man sitting in a deck chair on a steamer going around the world. Now, you could do that in those days and this was an ambition that many people saved their money and sought to fulfill, only to find as they reached an older period in life that it was totally insufficient. I did sponsor, as probably most of you know, an additional $5,000 homestead exemption for those who were 65 or older. It was on the schools. It gave some assistance—not what I would have liked to have seen it—but it did offer some assistance.

Now, my feelings were that we had citizens who had worked and had contributed to the income of the State of Florida. Many of them owned homes and then they had to retire. As a matter of fact, it was suggested to me when I was campaigning over in Jacksonville, a fellow that I knew at the shipyards said, "Now Verle, I am going to retire next month. I don't want to retire, but I have got to retire. I have got a little home and it's paid for, and I have got my social security, and now with a 100% valuation and everything, my taxes on my home are more than my payments were." This hit me rather strong, and we did finally get that as far as school taxes were concerned.

But now there is another problem that I think we have to answer before we can answer the problem that you appear to be interested in. And that is training for people over 65. That is the problem of acceptability in the field of employment. Now, I know a little something about that, because my parents happen to have been deaf mutes. I know of the struggle my father had in getting industry to accept the fact that a deaf person could actually do a job and make a living. In relating some of his experiences he told me that very frequently he would go somewhere and of course they couldn't use him and he would say, "Try me two weeks for nothing." And this is the way that he managed to get that kind of acceptability.

Now there are literally thousands of businesses in the State of Florida and throughout this nation that could use and should welcome the use of anyone that they can get at a reasonable salary on spaced employment and someone on social security is ideal in this position. Employment as cashiers in restaurants and things of that type, employment as bookkeepers and some training might be required there but I am talking now about small store bookkeeping where you don't have to go into the elaborate procedures, but something is needed there, fields of inventory and many other things of that particular kind. I think that what we need to do is to more or less catalog the fields in which we think that there is a need. The fields in which we feel that an older person with some of the handicaps can work. We older people do have some. I find that I can't recall people's names as fast as I used to. I just got through making the announcement that I wasn't going to run anymore. A fellow said, "What's the matter?" And I said, "Well, I am just not quite as fast in debate as I used to be and I don't like that, it's a little harder for me to get to my point and I don't hear as well as I used to."

So we do have some handicaps as we move into that field. I never thought the day would come when I would be talking to somebody over 65 and using the term, "We." It's better to have it happen, than not to. So, as I was saying to a friend of mine once, "Don't ever get old." And she said, "Oh yes, Dr. Pope, the only way you can keep from getting old is to die young and I don't want to do that." So there is some merit to that. But I think that we should try to catalog the needs in the industries and the type of skills that we can train easily. We have to bear in mind that whether we like it or not the longevity of the people that we are using is to some extent limited. Now, some of you will die in the next seven or eight years. Not me of course, but some of you, you see. We always think of this as someone else. From a law of averages these things do take place. However, the longevity is constantly expanding. Most insurance companies that used to figure termination of any expectancy at age 85 have gone to 90 and some 95. So, you can see this is continuing to expand all the time. We did have a so-called Commission on Aging at one time. To be frank about it, it did nothing but spend the money and make a study.

Now, if there is anything we get tired of in the legislature is a study. And if you have got a piece of legislation up there, and you don't want to vote on it and you know you ought to vote no on the whole thing, but you don't want to quite do that, you decide you will appropriate a little bit of money for a study. You keep it studied for years, and years, and years, and nothing is ever done about it. Now, I don't think we need any studying of this situation. I don't think you need to be a mental giant to solve a great part of it. Some of it we can't solve. But I think what we actually need to do is go to the legislature with a definite plan and with definite answers. To go to the legislature and say, "Why don't you do something about the problem of aging?" "Well", I say, "Fine, what do I do?"

Then the person that asked me stops there just about like I do too. Because we have to know specifically what should be done. In the solution of these problems I think we need to plan and that plan should cover the ability to sell this program to the public, the acceptability to the people, to the employing merchants, and so forth, and then a followup on refresher courses and quick courses in the type of skills that we find are needed in the various industries. There are timekeepers, there are just all sorts of things that if we sat down and wrote or if we went into somebody's business and actually saw everybody working, the type of people you felt could fulfill this job or that job regardless of age. I don't know whether those thoughts concur with those you will receive from our distinguished guest, but these are the thoughts that occurred to me and I, of course, will be here to answer any questions you would like to have answered.

INTER-AGENCY COMMUNICATION
and
COOPERATION AT THE COMMUNITY LEVEL

by

Paul B. Richardson, Executive Director
Volusia County Citizens Advisory
Council On Aging Inc.

Remember the old addage, "Let George do it." George can't do it as an individual; George can do it as part of a community effort.

Over the past dozen years or so, agencies, both public and private, have been established at a rather rapid rate, in communities all over the country. Most of these agencies are in the Social Services related fields.

With the population shifting to the urban areas people are demanding more and more services especially in health and welfare categories. Also, services on a 24-hour basis, rather than the 40 hour work week. Most communities do have adequate resources available for its citizens. However, many of these resources are not made known to the community. For example, in Volusia County, there are some 32 agencies to assist in providing various services. Yet there are still some individuals who are unaware that these services exist. This situation is due in part to some individuals who cannot read the newspaper, i.e., are blind, legally blind, or have never learned to read or write. There are people without radios and televisions, especially in the rural areas where there is no electricity. On the other hand, agencies do not publicize their services. Often the oldsters will forget, and newcomers arriving in the area are not being informed as to services that are available to them in the community.

Some agencies claim lack of funds or blame the public relation people for not getting the word around. However, if agencies work together as a team, they can perhaps pool some money and have a public relations man, working for the common good of all participating agencies. Also in the past, agencies have had reservations about what they really do, and would guard very closely their volunteer list. Therefore, creating within the community an unwritten law among agencies, "You stay out of my back yard and I'll stay out of your's." The people who really are adversely affected by this inter-agency maneuvering are the very people an agency is dedicated to serve.

This trend within communities is fast disappearing and most agencies now realize that in order to perform effectively in a community, cooperation at all levels of government, as well as the private sector, is required.

In Volusia County, over the past several years, through the assistance of the Mental Health Association, a resource manual, listing various agencies has been prepared. The purpose, the director in charge, location, how funded, what fee is required and amount, if any, are all in this Manual.

The Volusia Citizens' Advisory Council on Aging, Inc., through a new Federal Grant from "ACTION" in Washington, D.C. called RSVP (Retired Senior Volunteer Program) which pay out of pocket expenses for use of car and meals consumed, for those volunteers working a meal hour. These volunteers must be over 60 years of age. These volunteers will work or continue to work in some thirty-two agencies in Volusia County. The State of Florida has designated the Volusia County Council on Aging, Inc., as the coordinator of all other agencies. Some thirteen agencies already have agreed to participate with many more to be added when the grant is received. The ultimate goal over a five year period is fifty agencies and some 5,000 volunteers over age 60 participating. Thus proving in just this one area of older volunteers, that cooperation among the agencies is most gratifying. Also our Council on Aging, with a small paid staff could not operate without the assistance of 142 volunteers and the expertise of every agency in the community.

All agencies within a community should endeavor, on a rotating basis, to plan a social hour or luncheon each month. This type of function would provide all agency directors a chance to meet each other and discuss common needs and problems, also to exchange ideas which could be of benefit to each other's agency.

The United States Government is gradually returning some of the controls back to the states and down to the community, where the ACTION really is. Therefore, it is imperative that all the various types of service agencies cooperate to the fullest extent possible. Otherwise, with the influx of new monies from the Federal Government, each agency naturally will want its share and then some of the overall funds allocated. Each agency helping the other will prevent returning to the old way of doing things—"What's mine is mine, what's yours is yours."

In summary let me say that all agencies in both public and private sectors, are doing a fantastic job with the resources presently available to them. With an open communication channel to each other, their respective jobs can be made simpler, leaving that extra time to detect other unmet needs in the community. Further, the individuals residing within the community will know where these agencies are and what specific needs they can provide.

As you walk or ride through a community you can readily tell if the community is basically happy, healthy and care free. Just look at the peoples' faces and the surrounding area. A cheery look, a smile, and a sense of pride in their community tells the tale. Behind all of this you'll find hardworking public and private agencies and individuals. The KEY to a good healthy community is TEAM EFFORT and it really works.

GEORGE IS NO LONGER ONE PERSON

GEORGE IS EVERYBODY

IT'S A GEORGE COMMUNITY

INTERAGENCY COOPERATION—A CASE STUDY

by

Maurice S. Cochran, Director
Continuing Education
Edison Community College

Perhaps my background and experience, especially the last four years, does qualify me to speak on the subject of interagency cooperation. During those four years, I have been very closely related and involved with most if not all local agencies in Lee County—serving as Board member and President of our Community Coordinating Council and our Volunteer Service Bureau. You can readily define the purposes of both just from the title of each. My job commitment, and a college philosophy which assures that the institution will provide community services, has been the motivating and necessitating factor to bring about that participation.

Although my experience may be limited to our local situation, it may well provide something new, or at least some consolation in the fact that we share a common problem. An approach I will speak of later may partially answer that problem.

I realize we are concerned here with "educational needs of the older person; but I could not separate those from the total needs and services required—no more than could Dr. McClusky. At least that was the implication I got from his statement that "Education should be a part of all services . . . an instrument for problem solving."

The development of agency cooperation in Lee County—or lack of it—seriously points out how imperative interagency cooperation is. Although the Coordinating Council's purpose is just that—to coordinate—, it has no power of authority. It can only recommend. The resulting picture is one which reflects too much of "going it alone," "doing our thing," a seeking of identity—even to the extent of developing parallels to existing programs. Let me make myself quite clear here. I don't wish to be quoted as being against Motherhood, against programs that to all intents and purposes are going to be of benefit. Nor am I against initiative, competition, [illegible] even duplication. All are necessary!

I am, however, for that kind of community planning which considers what is already being done, then asks can we help them improve their action? And if not, how can we function outside the existing effort without really duplicating and creating some waste of time, money, and energy? Planning of that kind implies that full knowledge of the community services available has been obtained. It also seems to me that the initial step in establishing true and effective cooperation requires a direct face-to-face exchange of information prior to decisions and actions taking place. In Lee County we have achieved the direct-contact relationships, but not with full knowledge as a basis for decision. That, to me, is the key, or one of them. Failure to become fully informed leads to "administrative assumption" as a basis for decision; and I, for one, find that process a very false and misleading one. Yet, I find Board meetings to be overly consumed with the desire for immediate action, which thus leads to their willingness to use the process.

The sound action and decision we truly want require full knowledge of what is being done and by whom. And that, in turn, requires board members, administrators, or those who have the authority to reflect and decide upon various agency operations to be in touch with one another—directly, continuously in cooperative meetings, regardless of the number required.

I'd like to show you a few materials which I have been working on for our local efforts which may provide some clarification: [Shows detailed chart of organizations and functions operating under Community Coordinating Council of Lee County.]

The first transparency immediately indicates the enormity of the problem when we work to obtain complete cooperation. As a total picture, these really represent the organizations which need to be considered—for each attempts in some way to improve community life for some segment of the population. Any number of them are concerned with educational programs needed for Senior Citizens; but within this complex of efforts there is little likelihood that the right hand knows what the left is doing, most making "assumption" as to unfulfilled needs. This usually leads to discovery later, that someone else is already doing it. It seems high time that a serious effort be made to survey and chart the community picture, one which can at least provide a higher degree of accuracy as to related, not isolated needs.

The second transparency is aimed at that goal. (Cite—Senior Citizen involved in alcoholic problem implying emotional problem, with invalid wife, and grandchildren involved in drug abuse.) The related needs become apparent and thus the need for interagency cooperation. This total picture, I believe, will provide us with the kind of information which will answer our prayers in motivating community leadership to get down to the real business of cooperation.

For my part, or that of any educator looking for programs for the aged, or any needs for that matter, the more I have looked at each agency, its employees, the people they serve, and the functions of each, the more I can see an infinite number of educational programs which would be appropriate and desired. In Lee County, our first step in that direction will be a workshop designed to define those needs specificaly. Hopefully, that workshop of May 16th will also see those attending leaving with enthusiasm for the necessary step of implementation.

Constructive Approach to Problems

1. Statement describing the problem.

2. List of agencies and/or individuals most directly concerned.

3. Specific action/s you recommend be taken.

   Recommendations as to how specific problem may be eliminated or in some way improved upon. Be sure to answer these questions:

   a. Who needs to be involved and informed?

   b. When? What urgency or goal date is indicated?

   c. Who should properly assume responsibility for a action?

      (1) President of Council?
      (2) Another officer?
      (3) The Council Board?
      (4) A specific committee?

Alternative to above: Simply complaining and long, drawn-out discussions which do not clarify and accomplish little at most.

Recommended approach to analysis of total community needs and services:

Most urgent priority needs as determined by cooperating committee of all agencies

Alcoholism	Senior Citizen Needs	Referrals System
Salvation Army		
AA		
Alcoholism Council		
Hot Line		
Mental Health Assoc.		

Agencies attempting to meet the need. (Who is involved)

Second Priority Needs

Medical Care	Migrants	Bi-Racial Conflicts

Third Priority—etc.

The resulting picture would provide:

1. Overall look at all problems identified (other could be added).
2. Who is doing what or considering some future action?
3. Some idea of parallel effort—duplication?
4. Evidence of where little or no service is available.
5. Idea of close cooperation needed concerning a particular problem.
6. An indicator of educational needs involved for both administrators/servers and recipients.

THE BACHELOR OF INDEPENDENT STUDIES—
ADULT DEGREE PROGRAM

by

Dr. Kevin Emmett Kearney, Director
Bachelor of Independent Studies Program
University of South Florida

In January of 1969, the University of South Florida began accepting applicants for the Bachelor of Independent Studies, Adult Degree Program and in so doing, inaugurated the first adult-oriented, external degree program in the Southeast. As of this date, there are seventy-four students enrolled, two of which will graduate sometime this year.

In the few minutes that I have this morning, I intend to spend very little time describing the curriculum and methodology of the BIS program. These and other facets of the special degree program are spelled out in detail in the brochure which will be made available to you at the close of the meeting. I want to spend most of my time on two major points-(1) the nature of the BIS student population and (2) some statistics and general observations that have grown out of our pilot experience.

First, as promised, let's take a quick look at the nuts and bolts of the BIS Program. It is based on a curriculum of interdisciplinary studies as opposed to concentration in a particular field or discipline. The subject matter is divided into four areas of study—Social Sciences, Natural Sciences, Humanities, and Inter-area Studies. Each area of study is comparable to one year of college level work. An area of study is accomplished via guided independent study and a short term, intensive seminar on campus.

The independent study portion is the most extensive facet of a study area. It consists of directed reading in the individual's own setting and at his own pace. To day, the average student has completed the reading portion of an area of study in thirteen months. One student took twenty-four months while another finished in six months. The seminar represents an intensive, in-depth experience on campus over a three-week period. The seminar affords an opportunity for interaction with faculty and an adult peer group. The student learns that he can learn and is reinforced by the realization that other adults are engaged in the same process. The student also has an opportunity to sample the intellectual and cultural resources available at a major university. After completing four units of independent study and four seminars with a rating of satisfactory, the enrollee has earned the Bachelor of Independent Studies Degree.

Now, who are the people who have been involved in this Program? The adult students range in age from nineteen to fifty-five. Most of them are individuals in mid-career. More specifically, the adult responsibilities represented include five housewives and forty-five occupations or job descriptions. Some of the occupations represented include —television reporter, golf professional, chief warrant officer, state legislator, secretary, anesthetist, financial advisor, and a realtor. Significantly, one retiree was attracted to the Program and was ultimately forced to withdraw because of financial difficulties. If our experience is at all typical, the retired citizen-type population as a whole does not seem to be interested in earning a college degree in liberal studies.

The distribution of the population by sex is 36 women as against 38 men. This comes quite close to a fifty-fifty ratio.

Geographically, most of the enrollees are from Florida. Other areas represented are Arkansas, Washington, D.C., Georgia, Kentucky, Massachusetts, and Minnesota. Our pilot experience indicates quite clearly that our market is generally limited to the Southeast and primarily the State of Florida.

Academically, people came to us with a vast range of prior learning. So far as formal schooling is concerned, some have high school or high school equivalency. At the other extreme are those who have two to three years of college level work.

Three examinations are given to BIS candidates following their acceptance into the Program to give us a diagnostic overview of their academic skills and knowledge. The exams are the STEP tests in reading, science, and social studies. Dr. Edward Caldwell, Director of Evaluation Services at USF, has summarized the test results with the statement that the typical BIS student "is equivalent in skills and knowledge to the top twenty per cent of regular students."

Our pilot experience over the past three and one half years has yielded some interesting and meaningful statistics. Since January of 1969, four and a half thousand people have inquired about the BIS Program. Six hundred plus people have requested application forms. Two hundred and twenty-six people have filed them, and one hundred have progressed to enrollment.

These figures, I think, suggest a number of important observations. First, planners of external degree programs should not be mesmerized or overcome by the great numbers of people who are enthusiastic about the external approach. In our experience, at least, public enthusiasm produced a reading of four and one half thousand and firm enrollments produced a reading of one hundred.

Further, we have confirmation of our original notion that a single degree program would not and should not be all things to all people. The BIS Program was designed to meet the needs of a specific group of people—to wit—the adult in mid-career who wants the opportunity to earn a college degree based on a curriculum of liberal studies.

In order to understand the unique identity of our student population it is pertinent to note three distinct phases of distillation, two of which represent forms of self-selection.

The first phase of distillation can be described as a matter of personal interest. Some people are interested in a curriculum of interdisciplinary studies. A lot of other people want an undergraduate degree which affords some opportunity for specialization. The greatest degree of self-selection occurs at this level. Precisely how much of it is based on the personal interest factor can probably not be determined.

The second phase of distillation occurs at the admissions level. Every applicant for the BIS Program must meet the same standards for admission as any other degree seeking applicant. Some can meet these standards. Some cannot. Here selection is based on institutional criteria. The degree of selection is relatively small. Specifically, admissions has denied sixteen applicants and the Council has denied nine.

The final aspect of distillation, like the first, is self-selective. Here the matter is resolved on the basis of the personality, habits, and life style of the individual adult learner. Some people can learn in absentia without benefit of the reinforcement devices that are typical of the traditional, on-campus program. They are sufficiently self-propelled. In spite of their other adult responsibilities, they can translate bits and pieces of time into a block of study time on a systematic basis each and almost every week. They have appropriate habits of industry coupled with a spirit of independence and a determination to learn. In short, some people have the capacity to learn via independent study and others cannot function effectively as learner without the support offered by the traditional mode. Here the amount of self-selection is smallest and is measured to some extent by attrition. Other factors are involved, but some of our withdrawals certainly demonstrate the individual differences described.

Finally, the careful selection of candidates for non-traditional study yields two dividends, a quality program and a relatively low rate of attrition. To date, attrition in the BIS program stands at twenty-five per cent. So far as the quality of the Program is concerned, we are looking forward to acquiring evidence to substantiate the view that something worthwhile is happening to the student on the way to earning the BIS Degree. The hoped for potential is the cultivation of a mind that is more analytical, more critical, and possibly, more creative.

THE EXTERNAL DEGREE PROGRAM

by

Dr. E. A. Giordano
Dean of University Services
Florida International University

I am glad that our Division of University Services and Continuing Education has the responsibility for media, because our presentation is a slide-tape presentation as related to the external degree program at Florida International University. I think there are two things you should keep in mind regarding this program. One, it is a state university system of Florida External Degree Program, through the School of Independent Studies at Florida International University. The implication here is that it is state-wide. Secondly, it is conceivable that an individual who enrolls in this external degree program, and is going to be reflected in this slide tape presentation, could actually earn a degree from Florida International University without ever coming to the campus of Florida International University. So with those two thoughts in mind, I would like to go ahead with the slide-tape presentation.

TAPE:

A far reaching educational plan for all residents of Florida, under the administration of Florida International University, offering a degree program. That in essence is the scope of the external degree program to be operational in 1972. The scope of this program allows a rich variety of educational resources for the non-resident student. These include using the learning facilities of the existing state and private campuses, as well as additional educational resources available in the State of Florida. The program will be administered under the School of Independent Studies with its staff assisting the student in advisement, counseling, and tutoring.

The major feature of the external degree program is its reliance on independent studies. The reward of this program will be a baccalaureate degree offered by Florida International University's School of Independent Studies. This degree will be based on interdisciplinary programs of study, organizing many of its areas around broad concerns to man in the society of today and tomorrow. Flexibility is built in with the possibility of drawing from several disciplines to give students an opportunity to gain a comprehensive view of the field he chooses. Additional versatility is expressed through the student having an opportunity to stay with one discipline in the field of study, but other choices, probably the majority, will cross into more than one field of study. In the beginning phases of the external degree program students will have the choice of four areas of study.

1. The Social Sciences. Examples of programs of study will encompass general interdisciplinary social sciences curriculum; namely, a) labor and manpower studies, b) urban and environmental economics, c) urban sociology, and d) urban politics
2. The Humanities, which will include general interdisciplinary humanities curricula.
3. Business studies which will include general business curricula.
4. Health Sciences and Health Services. These also offer general interdisciplinary health sciences curricula for a) registered nurses in the social and behavioral sciences of nursing, and b) in mental health and retardation.

The total requirement for baccalaureate degree will a a maximum of ninety credit quarter hours through the external degree program—sixty credit hours in the area that the degree shall be granted in and thirty credit hours as electives. This combination will make up the education contract plan that reflects the special interest within the field, meeting the student's objectives. Additional considerations for the program established the guiding principle that any educational experience which can be measured and fits into the planned program shall be credited towards granting the appropriate degree. Requirements can also be met by cooperative education experiences—short courses, institutes, workshops, conferences, on-the-job experiences—provided that these experiences can be evaluated in terms of competency achieved by a student as a result of participating in these activities.

At this point we would like to mention what we call the educational contract plan. This plan will be negotiated through a reviewing process of all of the student's past educational experiences to date to build a plan that is realistic and responds to the student's educational goal. This is to be a living document, subject to systematic review, both in view of student progress and additional experiences available within the state that fulfill the objectives of the state university program of the Florida External Degree Program. No distinction will be made in admitting students to the external degree program relative to race, color, creed, or national origin. However, because of the nature of the academic program, admission initially will be limited to students who reside in the State of Florida and to those students who are qualified to perform at the upper level division of a college or university.

Other than traditional information required of any student, such as application forms, candidates will be asked to furnish detailed statements relative to their educational background, employment record, vocational and leisure time activities, community activities, and travel experiences.

Also, included in admission procedures will be interviews comprising the following:

1. A detailed discussion and review for assessment of all pertinent educational experiences that will be granted credit in developing the student's education contract plan.

2. A detailed discussion on agreement of the responsibilities of both parties in fulfilling the requirements outlined in the education contract plan.

3. The completed and signed education contract plan, including a scheduled progress meeting with the student.

Since the external degree program does not operate on a quarterly or semester basis, students may enroll at any time. Those who wish to enroll in a course or courses offered at one of the state university campuses as part of their program in the School of Independent Studies may expect this segment of their education contract plan to conform to the academic calendar of the campus offering the course or courses desired. Level of placement will be determined by the faculty through the use of examinations, both written and oral, taking into consideration the student's educational goal. The Florida International School of Independent Studies will be a participating member of the college level examination program of the Educational Testing Service. The program will grant credit for the competence demonstrated by achievement in these examinations.

The fee structure for the external degree program has been designed with 1) an application fee of $15.00, non-refundable; 2) a fee of $350.00, listed as an initial fee for counseling, development of curriculum and the making of a education contract plan; a fee of $100.00 per year until either a total of $750.00 has been paid including the initial $350.00 contract and the first year of program support, or the student has completed the requirements for the degree. An annual billing date will be established for each student. If the degrees are completed between billing dates, the final $100.00 payment will be made at that time. This $750.00 fee is for a full education contract plan in force for five years from the date of admission. If the student fails to pay his $100.00 fee on the billing date, the contract becomes void, unless he seeks a waiver for just cause prior to the billing date. Waivers for just cause will be granted to students who wish to withdraw from the program for specified periods of time and have every intention of re-entering for completion of their external degree.

Should a student's contract become void and he wishes to continue his program, he has to be re-evaluated and make a new contract, which includes the payment of the initial $350.00 fee. Fees paid prior to this time will not apply. If the student has not completed the degree program within five years after admission to the program, the contract may be kept alive with program support for an annual extension fee of $50.00 per year or a total of ten years from the date of admission. If the student has not completed the degree requirements within the ten year period from date of admission, his contract becomes automatically void and re-admission to the program requires re-evaluation and the making up of a new education contract plan.

* * * * *

There is one thing I wanted to mention or at least point out a little more emphatically as it related to one of the slides here. As you may or may not be aware, Florida International University is an upper division university. This is the reson for that slide that reflects either an Associate in Arts Degree or an A.S. Degree or the equivalency of the first two years of higher education.

EDUCATION FOR THE AGING IN FLORIDA'S COMMUNITY COLLEGES

by

Plano B. Valdes, Jr., Associate Dean
Community Services
Hillsborough Community College

In an effort to determine how many community colleges offered what kind of courses for the retired or aging person, all community college catalogues were surveyed, as well as the Minutes of the Councils on Academic Affairs and Student Affairs, and the compilation of 1970-71 non-fee courses eligible for MFP funding. Only those courses numbered 901 or 1401 for accreditation or entitled "For the Aging" were included.

Few of the catalogues offered information on specific programs or courses for the aged and it is felt that more courses are available than were mentioned specifically. Many colleges mentioned community service programs and courses without specifying what was offered.

Of the 27 community colleges in Florida, 16 were listed as having courses eligible for MFP funding in the 1970-71 listings of courses for the aging. (Those 1971-72 MFP listings available at time of compilation were also used.) Of these 16, the following breakdowns were found:

Leisure Time Activities	
Schools -	5
Courses -	11
Total FTE	12.82

Social Adjustment Courses	
Schools -	7
Courses -	7
Total FTE	6.34

General Environment Courses	
Schools -	2
Courses -	3
Total FTE	3.84

Vocationally Oriented Courses
Schools - 3
Courses - 3
Total FTE 17.00

Unspecified Education for the Aging
Schools - 6
Total FTE 232.20

Under Leisure Time Activities, the following courses were offered: fishing, beginning tennis, beginning bridge, folk dancing, ceramics and four unspecified courses. The seven Social Adjustment courses included problems of the aged, senior citizens seminar, aging in perspective, effective listening, healthful living, financial facts and driver education for the aging. The vocational courses were art (oriented toward selling art produced) and gem and mineral study. The general Education for the Aging courses mentioned several aspects of education which were stressed. These included preretirement planning, the psychological aspects of aging, the role of the aging person in modern society, health and the aging person, housing planning, the history of aging, sources of possible income, and the use of art for vocational and social growth.

The only course found which was supported by fees was the course: Driver Education for Retirees.

Although many of the catalogues mentioned that continuing education courses and community service courses were frequently offered in the community and in the evening, none specified where this specific group of courses was offered. Only two specified that the courses were non-credit; the others did not say.

LIST OF SCHOOLS OFFERING COURSES FOR THE AGING

Brevard

Education for the Aged -	SAH*	3629, 338, 281
	FTE	4.48, .417, .269

Central Florida

Education for the Aging -	SAH	3628, 1206, (1971) 816
	FTE	4.48, 1.49, 1.01

Daytona

Education for the Aging	SAH 3678, 711, 8004, 99,636, 20,395, 3870, 337, 31162.5 FTE 4.54, .876, 9.88, 123.0, 25.18, 4.77, .416, 38.47 Describes as preretirement planning, psychological aspects, role in modern world, courses re health, housing, financial planning; catalogue doesn't mention place, fee or specific courses.

Edison

Worthy Leisure Time Activities for Retirees	SAH 7864, 1059, 146 FTE 9.71, 1.31, .180 Supported by Fees - Driver Education for the Aging (SAH 1067, FTE 1.32)

Gulf Coast

Problems of the Aging	SAH 600 FTE .74 Workshop; non-credit

Hillsborough

Aging in Perspective	SAH 276 FTE .341 Social Sciences course

Indian River

Education for the Aging	SAH 127.5 (1971) 4992.5 FTE .157 6.16 Fundamentals of art, lecture on aging, history, psychological aspects, aspects of vocation in art

Lake Sumter

Education for the Aging Effective Listening	SAH 450 FTE .55 Called Effective Listening

Manatee

Healthful Living	SAH 1146 FTE 1.41
Financial Facts	SAH 1476 FTE 1.82
Our Natural Environment	SAH 1902 FTE 2.35
The World of the Sea	SAH 1202 FTE 1.48 Non-Credit

Miami Dade

Education for the Aging	SAH 4047 FTE 5.00

Okaloosa-Walton

Art for Senior Citizens	SAH 6312, 7464 FTE 7.79, 9.21

Pensacola

Gem and Mineral Study	No SAH or FTE available

Polk

Fresh Water Sport Fishing	SAH 142 FTE .175
Christmas Candles	SAH 36 FTE .04
Polk County Lakes Pollution	SAH 9 FTE .01
Beginning Tennis	SAH 174, 182 FTE .215, .225
Beginning Bridge	SAH 160 FTE .20

St. Petersburg

Enjoying Florida Fishing	SAH 176 FTE .217
Folk Dancing	SAH 150 FTE .185
Ceramics	SAH 279 FTE .344

Santa Fe

Senior Citizens Seminar	SAH 128 FTE .158

Seminole

Education for the Aging	SAH 423, 879 FTE .522, 1.08 Establishing activity programs; artscrafts and oil painting, also as a source of possible income

* SAH is Student Attendance Hours

PLANS FOR COMMUNITY ORGANIZATION FOR EDUCATION OF AGING

Section A

by

Philip H. Gilbert, Executive Director
Florida Council on Aging Project

I am very, very pleased to be here. Formally, this is my first real exposure to those of you in the field of aging, although I have been involved in aging indirectly through my work with the Bureau of Blind Services.

I started with the Bureau about six years ago after graduating from the greatest university in the State of Florida, Florida State University, and went to work directly with the Bureau of Blind Services. I started as a Vocational-Rehabilitation Counselor in Jacksonville and proceeded up the ladder to Statewide Placement Specialist responsible for developing job opportunities throughout the State of Florida for the blind and visually handicapped. And then I moved up to the state office and ended up writing narratives to budgets and planning programs and budget systems, which became quite a nightmare, as many of you probably know who have been involved in this type of thing. Then I moved back into the district as a District Director Area Supervisor out of Daytona. This is really where I became exposed to the field of aging.

The Bureau of Blind Services has a program for aging blind. This program was always funded by 100% state money, so it was always a problem of getting enough money to do anything. Most of it was really just a token program in which physical restoration services were offered on a limited basis and really nothing more. However, we decided to change this in Jacksonville, so in cooperation with a local vocational-rehabilitation facility for the blind by the name of Gateway Hope Center, we started an older folks program. Now we coordinated with no one really. We really didn't know that other things existed than our own little sphere. What this amounted to was really sending a bus around and bringing the elderly blind people in the Jacksonville area into the center and starting to teach them in the areas of personal adjustment; that is, adjustment to blindness, which for a handicapped person, is a day to day thing—started teaching them independent living so that they could take care of themselves and not be dependent upon others.

This program really made an impression on me. Because when the course was through after about sixteen weeks, there was a little graduation ceremony in which each of the individuals was asked to standup and tell a little about what he got out of his exposure. They had some tremendous things to say about what it meant to them and what it had done for them. I can remember a Sally Mathis in Jacksonville, who is a councilwoman. Her aunt was there and Mrs. Mathis was trying to express how much it meant to her, because this was the first time her aunt had been out of the house or involved in anything for something like fifteen years. So this kind of got to me.

So not only did I make a change six months ago in terms of my own life, I joined the ranks of most of you. But it also meant a turning point, I think, in the way that I wanted to direct my career. I really felt that being involved in this and really having no place to turn as far as the state agency was concerned, points out that we have a lot of work to do with state agencies themselves. We had to cease this program and not run it again because we ran out of funds. The funds were earmarked for Physical Restoration Services. However, we had been fortunate to get funds from other areas to take care of the backlog of Physical Restoration Services, so there was all of this money sitting there. But because it was earmarked for physical restoration, you could not touch it for this type of service. The fact also bothered me that there were various gifts and trust funds floating around that could have been tapped to go ahead and provide this service again. These were not tapped because they were going to go to build Vocational Rehabilitation Evaluation Units or go to build some wild dormitory type of setting that really did not fit the scope of the needs of the people.

So I really felt that I needed to get into something again that really would be involved with directly helping people in one form or another. So this is why I jumped at the opportunity of getting involved with the Florida Council on Aging. I think the future of the Florida Council on Aging, like its past, is going to be a very, very important one in the State of Florida. I see our role is not one of being in competition with any other group. I see it as a role of being helpful and coordinating with all groups. I see us developing a body of members that are not members in name only, but I see us developing a body of members that are workers. I think the body of members is composed of people like yourselves that are really in the action and doing things.

At our last advisory meeting, we discussed how we should go about approaching our project. And the project is a Title III project that was granted to the Florida Council on Aging with the primary purpose of establishing local county councils throughout the State of Florida especially in the areas where nothing is being done for the aging. We discussed the various steps that we could take in doing this. I think we really came upon a key, that can be a help to most everyone, and that is to sort of divide our membership into, I don't know whether we want to call them committees, or interest groups, or what have you, but to get to those people who are experts in the area of housing together, to get those people who are experts in the area of nutrition and health together, and all the other areas of importance to the aging; and to use these people as really the consultants that those in the field can call upon. Not only those in the field, but also the legislators, to get in and to offer them the service of real consultants that are experts in their fields, to help them to develop good planned steps towards implementing laws for the benefit of the aging in Florida. And I see that all of you and all of us have a part to play in this because I think that we need your membership to join into these groups and I think we need your expertise.

Also, I think we need feedback from the field as to what is going on. For example, you heard Paul yesterday talk about what was going on in Volusia County and as you circulated you learned that so many things are going on in other counties and other disciplines. If we could start filtering things into one place so that we could start getting the pertinent things back out to the field, it would make it easier for each of you as you develop your own programs. I see us as doing this, I see us doing it through the publication of Age-Wise, which I think was held up yesterday, which is the Florida Council on Aging's publication, and I see us using this as a tool to help you, and I see us putting things into it that you want to know about or hear about. I also see us being of assistance to you in terms of what you need in your community. If you need to do some type of survey of the housing needs in your community, I see us playing the role of assisting you in this area. I see us in a really helping role.

Now, in terms of where we are going to start, we plan to start in counties that have expressed need for help to begin with. Right now we have two requests, one from Baker County and one from Columbia County. I think we are going to experiment on our first approaches to these counties and see what is the best way to handle the assisting of counties to develop a local council. So we may be calling on a lot of you for input on some of the problems that you had and how you overcame the problems, maybe even trying to get you to sit down with these folks and to give them some guidance and help.

Section B

by

Mrs. Jeanne Brock
Coordinator of Education for Aging
Florida State Department of Education

I am sure that you are aware right now that I have been appointed by the Florida State Department of Education as Coordinator of your Education for Aging Program and will be full time as of July 1st. New York until now has been the only one with a full-time coordinator in the Department of Education. So we really are trail-blazing in Florida, although it has taken a heck of a long time to get there.

I would like to give you a little background on educational programs in Florida though, and say that we have had educational programs for the older citizens for a long time. You mentioned Dr. Lou Meeth, and I suppose he is one of our senior statesmen of Adult Education and his program in Pineallas was really a pioneer in the field. They have done wonderful work with their seniors down there for a great number of years. And then we have got some simply swish programs in places like Port Charlotte that have come of age in recent years with their retirement developments down in that part of the country. Those of you who have been to some of Andy's institutes in the past have met Helen Kaechelle, who is Helen Dryley now, from Orange County. She is a full time Retirement Coordinator for the county and I would like to see this happen in many more of our counties. One of the conferees that just finally got here today, a little slow about coming here by plane from Hernando you know. John Porter, I am sure, will have a chance to tell you about his little red school house in Springhills that the Mackle Brothers have built for them. Although it is not limited to senior citizens, he's got a great group of people in a retirement village with that program.

Under the state Minimum Foundation Program, which started in 1949, we have educational units that are allocated for programs for our senior citizens as well as for all other adults in the state. Anyone 16 years and over can participate in the programs. We have a bulletin that is put out by the department that is called Adult Offerings under the Minimum Foundation Program and on page 9 there is that much which talks about adult education for aging. But I would like to read it to you because it really is pretty broad in scope about what is allowable under the Minimum Foundation Program.

> Courses are offered under this title which are designed to provide middleaged and older adults with information that will help them cope with the problems of aging. Short courses in Pre-Retirement Planning, the Psychological Aspects of Aging, the Role of the Aged in the Modern World and courses dealing with health, housing, financial planning and worthy use of leisure time may be offered. Implications of current social, scientific, economic and political developments on the older citizens are studied.

So, if you get a curriculum ok'd and say it is for education for aging, almost everything goes with the exception of handcrafts, which unfortunately, Paul and some of the rest of you who are so desperate for ceramics and some of what the legislature seem to want to call "frills" are the most demanded programs from our older adults, are going to have to push from a "ground and grass roots level" to get your legislators to understand that these also provide supplementary income for a lot of our senior citizens as well as mental and physical therapy. But it cannot be done at the State Department level. Everyone always catches Jim Fling and says, "When are you going to give us ceramics?" Well, if Jim could do it, I am sure he would. But it is going to have to be a legislative deal in order to get it by.

When Bob Palmer was Assistant Director Administrator of our section, he was also President of the Florida Council on Aging. Between Sam Hand that I worked under at FSU in Continuing Education, and Bob, when I went with the Department of Education, I got into the field of aging in a hurry. I was program chairman for Bob when he was President and then for Dr. Jean Purdue when she was President of the Council. Then we had a seminar in St. Petersburg with surrounding counties invited in for that. We had a one day seminar in Orange County called a "Program on Programs" Where Helen Kaechelle really told everybody how you get started when you live in a county with lots and lots of what they call councils and circles or church groups or whatever.

Then this past year with all of the pre-White House forums and conferences, the Florida Council on Aging did not go into competition by having any separate conferences. We coordinated our efforts with those of the Bureau and the Governor's office and worked with them. At our state conferences, as well as at the White House Conference, there were recommendations from the Committee on Education, the task force committee on education and one of the recommendations that came out first from our state meeting and then from Washington, was that the Department of Education should assign fulltime personnel in education for aging to serve local programs in planning, organizing, implementing and evaluating educational programs for the aged. So, after our May conference, I put in a rationale to the Commissioner of our Department of Education and he was very enthusiastic about the idea. However, as I said yesterday, the wheels turn slowly and until the February announcement was made about Administration on Aging Funds coming in for various projects, I did not get it ok'd to put it in the form of a grant request for federal funds, which I have done at this point and have not heard from; but at least it jogged my department enough for them to say that no matter what, you will get to be Coordinator of this program.

Our program as we conceive it will be a broad umbrella of educational programs. Not just classes for senior citizens although that is a big part of what we do now. The program would be very much what McCluskey was talking about when he said, "Education is an instrument to solve the problems on all the levels." One of our jobs will be a public information kind of a program to bring about a public awareness of the problems and concerns of the elderly. We would hope that we could do some pre-retirement training. My job will be mainly as a consultant for counties. My contact ordinarily would be with the Director of Adult Education within the public school system either at the community college or with our public school set-up. Also, in our department we have area supervisors of adult education on a five area level and those men in the field would be available also as a contact for me or as a contact for you from a local level to help you plan programs. I would hope that we, like Phil was saying, would be a catalyst to jog the various counties that are not already booming along with their programs to do something and for those who are booming that maybe we will go even further with them.

I can see the program being a very good training system for our adult directors and for people like you in the field who would like further training in working with older people and also training for volunteers in education and volunteers within your county councils, or within your educational programs, whether they be with the public school system or not. I offer my service to help assist with unit requests from the Minimum Foundation Program and with grant proposals if I can be of assistance to you there. I will be a liason from our department to the Florida Bureau on Aging and to the Florida Council on Aging. Like Paul, I am on the executive committee for the Board of Trustees for the Council and am on Phil's planning committee for his project. So we are trying to work in coordinated efforts here.

One of the things that I hope to do, would be to produce some guidelines and manuals for counties that do want something to go by, about how to start educational programs, not just within our public school system, but church groups, civic organizations, etc. Because counties are as different as the individuals in the program, and where something will work just fine for one county with maybe 28 organizations that are already formed of seniors that want programs, other counties that have very isolated older people, would have a completely different approach to meeting their needs. I suggest that any of you who want to get into this get an advisory council or group of sponsors to start with. Those sponsors will be great word of mouth public relations for you in getting your programs going. I think when you start your programs that you need to ask very much the same questions you do when you write a newspaper story. That is "for whom are you planning the program, what, when, where, how, who is going to put it on," all of those things are very important to list as you go. Then the sequencing of the program comes along and don't forget about evaluation because I think it is most important that you remember that your planning process is a part of that evaluation and that you need some base line of what wasn't there before in order to know where and how to fill the gap to where you want to be.

One of my special interest things that I would hope that we could do in a way of an outreach program, especially for the isolated and homebound people is to use a multi-media approach. How many of you have looked at the program on ETV called the "Electric Company"? It is like a little bit higher than "Sesame Street". And for any of you who are teaching older adults that are in like 2nd, 4th grade level of reading, I am sure that they will enjoy the "Electric Hour". Bill Cosby and Rita Moringo, some of those people that are on there, are just as good as "Laugh-In" and so there is no reason why adults should not take advantage of it.

There is also going to be a brand new program coming out from the Public Broadcasting Company that's going to be called, "A.L.P.S.—Adult Learning Program Service. And this will be through like 6th grade and along in the group to help with the ones who are working on what we call G.E.D.'s, the high school equivalency diploma level. I have a feeling that a lot of our senior citizens who have been out of school for a long time would like to just tune in and listen to something like that, whether they want to get a diploma or not, it will help them refresh and get an idea about new math and the kinds of things that are going to be built in on consumer education and that sort of thing that will be of service to them. I would like to encourage some of the counties to get a project for educational television programing in things like consumer education, health and nutrition, maybe the great books series, this kind of thing that people who are homebound would get a lot of help from.

One last comment before I open this for questions and that is another program area that I feel that is very much within the realm of education, and that is counseling and referral services. I pushed for this when I had my program in Continuing Education for Women. When we started the Council on Continuing Education for Women in Dade County, which is one of the biggest in the country now, they had one counselor listed in the Miami telephone books for all of those place, Miami Beach, Hialeah, all around. None of the education institutions would counsel a mature woman who wanted to go back to school or into the labor market unless she was a full time enrollee of the educational institution. Now they have changed all of that. Miami-Dade University is giving life-equivalency credit which didn't get mentioned on the special degree programs but I am all in favor of that. They have counselors for the women's groups from Berry College, Mary Mount University of Miami, Miami-Dade, FIU, all of those people who got into the act because enough women banded together and said we need this.

Lou Meeth has a referral service going out of his Mirror-Lake Center that is partly funded at least from the Administration on Aging under the Bureau and I think it is one of the most community kind of service things we can do for any of our citizens, but particulary for our older people, because it gives them a place to go to get the answers about where else to go for help. They don't have to run all over town looking first one place and then another. They can get very good counseling and referral directions there.

Now, I agree that there are loads of questions from people that would like to ask some of the other people. Before I open it up for Ed and John, I had a question earlier which I feel is very much in the realm of our education process and regular institutions. That is, one of the gals asked me if I thought that the teachers of older adults needed some training before they went into it. I definitely do. I am in favor of anybody who is going to teach adults having some special training in it and I have asked Dr. Fenn if he would comment a little on this because he is our only Staff Development man here from any university. Ed is at A & M University, and these fellows work off campus to put on credit courses and also to help on community consultant basis for your programs and would come maybe for short term course orientation. Now Ed, instead of my telling them, why don't you?

Ed Fenn — Well, there is not much to say except that we are available at any time to come and help put on a workshop or advise or you name it—and it's free! You might have to feed me, but that is about all. Anywhere in the state we can travel. We have funds to do this, and this is part of the project that we are operating under. So I would be glad to have you call on me to answer questions or come to your county to work in a workshop or visit you or any way at all that we can help. (Dr. N. E. Fenn, Department of Adult Education, Florida A & M University, Tallahassee, Florida 32307)

John Porter — We have a very small county, approximately only 17,000 people. In our adult program we have just about 2600 and we have what I consider a mediocre kind of an aging program. But we hope to improve this, that is one of the reasons we have five people here today. We plan this summer, as this lady over here suggested, in a workshop to take one section with a couple of people, three as a matter of fact, develop better programs for aging. One of the programs, and this really has nothing to do with aging at the outset but I will show you what I mean as I go a little further. We have a program that we developed this year and I believe it is the only one in the state. This is on kids that have dropped out of school. We call it a trade program. We have got 26 boys and divided it into two sections, a vocational section in plumbing and masonry. These boys at the present time are building an adult education building with an auditorium, two classrooms, offices and bathrooms. The building is now, I think today, ready to put trusses on. We plan to use this building for a great number of programs with not only these boys and other people in the program, but aging. In addition to this, as has been mentioned before, we have a program in Springhill, Mrs. Hancock is over here in the corner and she is primarily responsible for this. We have found that the adults in this retirement community, it is a complete community, have many of the problems that have been discussed today.

One of the things that we have found that will help this situation is to build, we already have a really nice center, a fine center but we are going to build a building that will house, shall we say stores, and workrooms for these people who have made crafts, ceramics (I know it is a no-no word) and other things to sell these products that they have made. In addition to that, we are going to set up a section that will provide for people to bring things that they want to donate to help pay for other things—a sort of a Flea Market situation. As I said, I am trying to tie in the trade school. The trade school boys, these drop-out boys are the ones who are going to build this building. The building that they are now presently constructing is valued at approximately $65,000 and it has not cost the taxpayers nickle one. All of the materials have been donated by the people in the community and the same thing will be applicable to this building that I am going to call the crafts and working area in Springhill. The materials will be donated and the boys will provide the labor. I think that will do it. Thank you. (John B. Porter, Director, Adult Education, Hernando County Adult School, Kelly Street, Brooksville, Florida 33512)

WHERE CAN WE LOOK FOR RESOURCES?

Panel

Sidney S. Henry, Coordinator
Title I, Higher Education Act
Florida Board of Regents

Title I of the Higher Education Act of 1965 is a relatively small program compared to some of the others. However, it is one of the few programs that is able to get down to the "grass-roots" and provide money to smaller type programs than possibly some of your larger funded programs are. The office of the Board of Regents, Division of Academic Affairs, through its Office for Continuing Education serves as the state agency for this program.

We have an annual solicitation of projects from all of the institutions of higher education through their divisions of continuing education or through other persons designated by the president of the institution. Application forms and information is sent out during the early part of the year—the later part of January or the first of February—with projects due into the office by the middle of April. This is where we are right now. You wouldn't believe it, but I worked until after 11:00 last night, working on projects. We have 29 proposals that we are getting ready to send out to our advisory committee for their evaluation and review. Then we will come together on the 16th of May. I know we have at least one person in the audience this morning, in addition to Dr. Aker, who has submitted a proposal this year for possible funding. I cannot promise anybody anything. But Maurice Cochran from Edison Community College has a program that we are going to be reviewing.

While I was thinking in terms of where you can look for resources, I have in my office the Catalog of Federal Assistance Programs. I quickly looked through the index last night and separated some programs that I thought could be of interest. Some of them may be far fetched and some of them may not actually meet what you have in mind but they are programs that could be aimed at the adult population or the senior citizen aspect. There is a program on Mental Health of the Aging that could be of benefit. It provides for programs that are offered to applied clinical behavioral and psycopharmacalogical research, training, and consultation to solve the problems involved in maintaining the physical, intellectual, emotional and social functioning of older persons. That is one area that you might be interested in. Research and Development in the Field of Aging, the Older American's Act of 1965. The first one I mentioned is the Public Health Service Act. This one says, "Grants or contracts may be awarded to qualified individuals or public and private groups for projects to develop new knowledge and methods for improving the lives and opportunities of older persons." And then it gives information on the types of supportable projects including, research, development, demonstration, evaluation, dissemenation, information exchange.

My purpose for doing this is to just let you know that there are resources that are available and you don't have to depend entirely upon your limited budget if you have some imagination and some creativity and would like to look into these things and possibly make application for some of them. The information is included and different kinds of materials are available. I would imagine that most of your community colleges have this information on hand. Most of your universities and some of your offices may have them also. But if you will do some research in looking these up you can find many different kinds of programs you could get funds for. Training and Curriculum Developing in the Field of Aging— this is also in the Older Americans Act of 1965.

Grants or contracts are awarded for manpower studies in the field of aging, for specialized training of persons employed or preparing for employment in programs concerned with the biological, behavioral, and social processes and changes which take place during middle and later adult life with the nature, characteristics, and needs of older people with environmental planning, administering and coordinating programs, providing services for older people, with the methods and skills required to perform these tasks.

Those programs we are responsible for in the Board office are mainly Title I of the Higher Education Act, which are Community Service Programs. It is not limited just to the aging but this is one area in the development of human resources that we claim as a priority. We also work in three or four other areas. This is a broad program that allows us to fund most any type of program as long as it meets the guidelines of the national program, which is very broad.

We have a ten member advisory committee that is made up of representatives from different areas who come together and evaluate the programs based upon what they see in their field as being a need. We always have more programs than we can actually fund, but we feel as if we come out with the best programs funded that are presented. Besides Dr. Aker, and Miss Brownlee who represents Dr. Lee Henderson from the Division of Community Colleges, we have representatives from the University of Miami, University of Florida, and Florida A & M University. The Executive Director of the Florida League of Cities serves on our committee as does the Director of Planning and Evaluation of the Department of Health and Rehabilitative Services. The Chief of the Bureau of Planning, Department of the Administration, State of Florida and the Director of the Department of Natural Resources also serve. So when I bring the material back, if you would like to have a copy of it, it gives you all the information you need for submitting the applications.

Oliver Jernigan, Chief
Florida Bureau on Aging
Jacksonville

First, I would like to thank all of you who were involved in the Hazelton Bill, which resulted in an opportunity for us in Florida to expand the Bureau on Aging by about two and a half times. Jeanne Brock, I understand, has been saying that "power comes from the people" and she is exactly right. The way to make progress, as we all know here, is to have the people stand up and start talking for themselves. This is what you did. You people stimulated folks recently and got the Hazelton Bill through the legislature.

Before I go any further, I would like to recognize that Mrs. Connie Walker is here. Mrs. Walker is running the In-Step Project, which as you know, is in Palm Beach County, in Dade County, and in Pineallas. This is a combination nutrition and social services project which, thanks to her efforts, is in the process of putting Florida away ahead of the rest of the country as far as regional planning is concerned. Mrs. Walker assures me that she will be glad to answer any of your questions about In-Step. Please direct them to her.

I have been talking to many of you since I got here late yesterday, including Colonel Paul Richardson. Paul tells me that in five years of attending conferences—and he is an old conference attender—he has never been to one before that was as good as this one. I have heard this from other people too. This makes me regret all the more, that I could not have been here all week. I have been to a lot of conferences too. Like the one last week in Philadelphia, so often it turns out that the conference is good for about half the time that is allocated. That was a good two and a half days conference in Philadelphia, but unfortunately it lasted five days.

Now as far as resources for educating the elderly are concerned, I think you are going to find that the Administration on Aging and the Action Agency are going to present many opportunities in the near future. Unfortunately, at this time everyone is speaking to you and I will too, I will try not to be too glowing, but everyone seems to be speaking in terms of "glowing generalties". The reason is that no one knows the specifics at this particular point. As you all know there are two bills before Congress. One is the Administration Bill. These two bills have to do, of course, with programs for the elderly. One is the Administration Bill and the other is the Brademas Bill. Each is very generous, but they differ, of course. Right now, people at the national level are trying to anticipate what is going to happen even though no bill has come out of Congress as of this moment.

It is interesting that they are asking the states to crank up a tremendous planning program. We are foolishly in the process of taking their advice. We are not really certain at this point what specifically we are planning for. We do know in a general way. We know, for example, that we are going to tend to drift away from Title III projects as we used to understand them and as we understand them today. This doesn't mean that Title III projects will be eliminated, it doesn't mean that we won't accept any applications for the localized, I guess I can call it, Title III project that serves a pinpointed local area. It does mean though, that we are going to have to go into regional planning. You know planning is the magic word these days—planning and coordination. We have talked about it for a long time, and I understand you have been talking about it here this last week, and somehow the more we talk about it, the more I become convinced that we can make it work, as hard as this job is, working together and getting the various agencies involved to really work together sincerely.

In most of the states, as I understand it, there exists a breakdown of state areas that are called Planning Regions. The governors of these states have in existence a regional planning staff. This is not true in Florida. There is a breakdown as you know. A plan does exist, but there is no staff such as a governor's planning staff for regions. So what we can't grab onto is an existing body in order to get regional planning for service for the elderly accomplished. This would be a good thing if we could.

We are urged to use a "unit of general purpose government". So it looks like what we may be in the business of doing, and we will need help from you in this area, is organizing or stimulating the organization of something that might be called a Council of Governments for the Elderly, involving people in county governments and in municipal governments in the various areas that exist in the State of Florida. There is going to be a training program there in each of these areas, probably to start with about five or six will be selected as priority areas, areas where the need is greatest, areas where we have the most elderly people. We are then going to have to help local governments organize in an umbrella agency. We are going to have to help train staff for them. There will be funds available from the Federals for the staff, for the regional planning staff. Now, this is something that is all very tentative right now, it is a pretty nebulous situation. But we do know we are going to get into a tremendous training program. We fortunately, as I mentioned earlier, have the opportunity to expand the state staff. We need training for this staff.

So, we need new state staff and I ask your help in this area. If you know someone you think would be good to have on the state staff on the Buruea on Aging, please let me know. We need new staff in these regions in the State of Florida. These regions have not been selected yet. This is all in process. So, let us know. Send in your recommendations as far as staffing is concerned. This is going to be one of the critical areas, nationwide. There are just not enough trained people and you know this. You know that we have been living poor for so long, that now we have relative riches we will have to learn how to live with them. And we need your help!

Miss Martha Brownlee
Division of Community Colleges
State Department of Education

Ladies and Gentlemen, I am delighted to be here before you today. I regretably can't say send in your application to the Division office for a pile of money, but what I can do today is run through some thoughts with you on where we stand on state funding and this I will do. When you say, "Where do we look for resources—Community Colleges?"

The Division answer would be "You need to look within yourselves for your own resources." Florida's system of community colleges has a history of growth and acceptance of a philosophy of comprehensiveness which has been a standard for community college movements across the country. As you people from the community colleges know, we started with four colleges. The state now has 27 districts which operate 32 campuses, or large centers offering comprehensive instruction. Now, as Mr. Valdes mentioned to you yesterday, we are very proud of our statistic which says that as of 1968, 98% of Florida's high school graduates lived within commuting distance of one of our community colleges. This statistic ought to be improved next year with the opening of Hernando-Pasco which will be the 28th and last community college. Those of you from the colleges know this.

Those of you who are from various sources may be interested in knowing that the Florida Statutes assign three major functions to community colleges. These are (1) freshman and sophomore education parallel to that which is commonly offered in the state universities, (2) occupational education often referred to as vocational-technical education, and (3) programs for the education of adults. Significant development effecting all higher education in the state has resulted from these recommendations. The Florida State Board of Education regulations require the community colleges to design programs to serve a broad range of students. This includes such things as mentioned before, those that are commonly called college parallel. Also, it says terminal vocational technical and continuing education programs that are needed in the communities surrounded by the junior colleges. It further states that these programs may be developmental, remedial, and compensatory to meet the needs of all students served in the state.

In an attempt to provide these appropriate educational offerings for an ever widening range of students, the community colleges have a great, great responsibility. These programs germinate in a system of 28 autonomous community junior colleges. So the iniative to develop new programs is truly at the local level and is not developed uniformly throughout the state. Rather each college has reacted to pressures from its staff and from its community in determining its priorities.

So where are we today? Problems seem to arise with rising costs and growth projections and with demands from the legislature that budgets should not be increased. I know several times in your conversations the legislature has come up in a big way, and it has for all of us in the community colleges. The dilemma faced by the community college system is obvious. Should scarce resources be spent on community service programs that may be recreational or avocational, or should state funds be spent only on courses that are college parallel, vocational or remedial? The only means by which rational conclusions may be drawn and priorities may be established is planning both at the local level and articulated in a state plan. While the Florida system has been planned well from a statewide basis, I need to emphasize again that the philosophy of operation is local autonomy for program development. Therefore it is important that each institution develop plans of a comprehensive nature that take in the needs of all their citizens.

Where are we on funding? During the 1971 session of the legislature, Senator Haverfield, speaking in both the higher education and appropriation committees, made a very strong point that there are not adequate funds to provide for all community education needs of the state. It is not the legislative intent, he feels, that the available funds be used to support avocational or recreational programs. After this great announcement, we had some real soul searching, and probably some agonizing incidents go on in all of our community colleges with regard to where they stand on the development of community service programs. It is clear as this recent legislature has come to a close, that legislative intent, both statewide and on the national level, accents that we give continued priority to the development of occupational and career programs.

So how do we fit the aged into this? Key members of the legislature made it very clear their intent for funds appropriated during 1971 and 1972 be first used to assure that full-time students in transfering occupational programs were accommodated, and if there were cuts, they should be in the non-credit area. It was further made clear that in view of the dollar shortage they did not intend avocational or recreational programs to be funded. Certainly from the division point of view though we want to emphasize the thrust that community service objectives should not be funded, then how should they be financed?

First of all, recreational and avocational courses must continue to be offered, but they must go on in a self-sustaining basis rather than drawing on state funds. Many of you are probably familiar with the famous P.P.B.S. System now in operation. It is called the approach to program planning and budgeting process. Courses for the aged can come under a category called "Citizenship Instruction". "Citizenship Instruction" reads like this: Its instruction which "(1) contributes to the development of understanding of attitudes which are condusive to participation in civic affairs (2) that examines the responsibilities of citizens in a democratic society (3) which contribute to the strength of democratic society through improvements in family life, personal health and hygiene."

What does this mean? This is minimum foundation support. Types of courses that might be offered under this "Citizenship Instruction" could be such things as, consumer education, family economics, establishing a home, food needs for the family, homecare for the sick, and many, many others that I heard mentioned in some of your discussion groups. Some of these are apparently going on in the colleges today. We are very, very proud of the work that is done and the courses that are going on in the colleges. For those of you who are interested, I have made a list of what colleges are specifically offering courses for the aging. I am proud to say that almost all of our 28 are offering some of them.

They fall into general backgrounds that could be called leisuretime activities, social adjustment courses, general environment courses, vocationally oriented courses, and then a great category called "unspecified". This deals with from "Beginning Tennis for the Aged" to all sorts of things. We are very pleased at the work that is going on in our colleges. I have the specific offerings from the colleges and will be glad to give those of you who are interested the information and instructors to contact if you are interested in doing any planning with them. We also in community colleges in many cases have been giving the Adult Basic Education. You are probably familiar that in some cases the local county schools handle it and in other cases the community colleges do. I also have today a list of the offerings, which are very many and we are proud of that, that go into the ABE programs.

Certainly the community college system on the whole is committed to providing genuine opportunities for the aging, but the decision makers within the individual institution need to work together to see how a wider variety of opportunities can be made available. Florida's system of community colleges places this iniative and ordering of priorities at the local level. So we need faculty, administration students, and last and certainly not least, community reaction for the development of programs.

James S. Fling, Administrator
Adult and Veterans' Education Section
Division of Adult and Vocational Education
State Department of Education

Thank you, George. From what you say, I must have a magic wand because sometimes maybe we feel that we aren't expanding as much as we should to serve our citizens. This is our third annual aging institute here in Tallahassee and it has been a real pleasure working with Andy Hendrickson and his staff. I have known Andy for a long time. When George prevailed on him to come to Florida, it was really Florida's gain and Ohio's loss. I congratulate you George on that. He is a wonderful person to work with, as well as George. I have got to return some of these compliments you know. George and his staff have been very cooperative with our staff over the years and we are real happy to be associated with FSU and the fine people that they have out there. It does remind me a little bit of what I heard about George. You heard earlier the decisions that were made when George was married. The way I heard it, George would do all the work and Pat would handle all the money. Is this still true, George? Not quite.

I would like to bring you welcome from our commissioner, Floyd T. Christian and our director, Dr. Carl W. Proell. They are two fine fellows to work with and be associated with, and they have given us full support in the field of providing educational services for aging. During the White House Conferences here in Florida, we had the opportunity to meet in Panama City. I am going to tell this on Andy, we got into an educational question on how much the aging people, the senior citizens, should get into politics. So when Andy was conducting the follow-up to that conference, he brought that out. He said, "Jim, how about you speaking on that?" Well, he was on the floor so I had a chance to refer it back to him. So, he spoke on that question that we had and we had quite a lot of discussion about it. Did we ever resolve it, Andy? Still open. I regret that more of our staff cannot be here. We have a fine staff. We have been fortunate in having Mrs. Brock with us for the full conference. But our other people are out working on accreditation, assessment, evaluation, programs for migrants, adult basic education, the high school equivalency testing program, the minimum foundation program, high school, elementary, veterans' education, civil defence, staff development, certification, plans for our annual conference and a new career conference that is in the making. So, you see we have to spread our staff pretty thin.

Our philosophy of adult education is to provide educational services for adults, regardless of age. They are all invited and welcome to participate in educational programs over the state. We have had thousands of senior citizens in the program. We serve those 16 years of age and older. And in mentioning older, we recently had one student in ABE, Adult Basic Education, that is 101, learning to read and write.

Recently there has been some question as to the policy of the Department of Education as it refers to recreational, avocational and enrichment programs. The Commissioner selected a task force to study the matter and try to arrive at a policy for state funding. I will read the policy which our task force developed. It has been submitted to the Commissioner and as of this time I am not sure if he has accepted it, so if wou will take it as a tentative suggestion or tentative policy for the department. And this is it:

> Community service education and continuing education programs, including educational courses for senior citizens, shall be a state objective for post-secondary and adult education provided by both school districts and community junior colleges as prescribed by guidelines of the Commissioner. Provided, however, courses which are avocational or recreational shall be supported by fees and no state funds shall be allocated for use to support them.

If the Commissioner concurs in this policy then the committee, the task force, recommends that all relevant publications and State Board of Education Regulations be reviewed and that any necessary changes be made in regulations. Actually this policy is not, well its pretty much what we have been working under. (Editorial Note: The tape ran out at this point and the rest of Mr. Fling's talk was not recorded. Unfortunately, right after the Institute Mr. Fling had a serious illness and a subsequent death in his immediate family and was not able to furnish a manuscript. For more detailed information as to possibilities under the foundation program, readers are referred to Mr. Fling's talk in last year's Institute which is recorded in the proceedings entitled, Education for Older Citizens: Second Leadership Development Institute, Florida State University, June, 1971).

REPORTS FROM COUNTY GROUPS

Alachua County

Problem: What can we do to enhance or expand existing educational programs or to start an educational program for older people in our county.

Brief Resume of existing educational facilities and resources involved in educational programs for older persons:

1. University of Florida
    a. Extension services
    b. Medical School Community Health
    c. Extension Home Economics Agents
2. Santa Fe Community College Adult Education Program.
3. Libraries
4. Recreation Department - Rec Centers
5. Churches
6. Alachua County Board of Education Adult Education
    a. Adult Basic Education - literacy
    b. High School Diploma
7. Outreach literacy classes - tutorial through Vista Program
8. Retiree Organizations - 14 in total - that is, AARP, NRTA, RFEA, Golden Age, Veterans Organization, RMPA, etc.
9. Expanded Nutrition Programs
10. Community Action Agency - Operation Mainstream - re-training in new skills for older people
11. Title III Project - Older Americans Council Center

12. Gainesville Council for Continuing Education for women
13. County Health Department
14. Salvation Army
15. Mental Health Association
16. University Organization, Phi Lambda Theta, etc.
17. Civic Organizations

Recommendations

1. Bring together organizations and institutions for sharing information on what is being done by each to provide educational opportunities for older people.

   N.B. Such a meeting has been planned at the University of Florida on Thursday, April 27, 1972, which includes the above named organizations.

2. Plan to coordinate efforts for educational programs for older people to eliminate unnecessary duplication.

3. Mobilize the resources of organizations to assist in locating and informing the unreachable of available opportunities. This will entail an outreach, door to door effort.

4. Publicity campaign, using all media such as radio, T.V. newspaper, speakers bureau, notices from schools, newsletters, word of mouth, and the public library, to inform older people and the general public of educational programs available.

5. Organize literacy, tutorial groups to go out in an outreach program, and to provide these groups with the necessary orientation to work older people.

Brevard County

Brevard County, working through Brevard Community College, will do a summer workshop on Adult Education.

It is recommended that we adopt a program similar to that of Orange County and that we hire a part-time co-ordinator of educational programs for the aging.

Duval County

What we are going to do in Duval County to enhance education for the aging. Expand existing program:

1. Expand home economic programs to include courses in personal adjustments, consumer education and other like subjects.
2. Workshops will be held for teachers and volunteers who work in the aging program.
3. Seminars will be held for persons responsible for senior citizens activities.
4. Encourage classes to be held in retirement homes which will serve the entire community.
5. More complete coverage of the news media.
6. Better utilization of Chamber of Commerce to promote pre-retirement counseling.
7. Get more churches involved in educational programs. Work with ministerial alliance, CWC and CWU, to utilize buildings and more space for education of senior citizens.
8. Better communication with community, schools, coordinators and program directors of Florida Junior College for planning and implementing programs of interest to senior citizens.
9. That churches, clubs, volunteer groups establish or extend their friendly visitor programs to reach the elderly population of each neighborhood.

Escambia, Walton and Okaloosa Counties

What can we do in our county to enhance education for the aging?

The University of West Florida and Okaloosa-Walton Community College are offering courses off campus. There is a need to expand programs of interest to the aging on the college level. The newly organized Escambia County Council on Aging will be working with the already organized groups and will be setting up education-recreation, arts and crafts, and spiritual needs programs for the elderly. Attendence, in the majority, is upper level senior citizens due to a feeling on part of many of social inadequacy, working, and the fact that they are not aware of their needs. They must become aware of their needs.

We must become aware of our responsibilities such as:

1. We should move at once into a task force model.
2. That the task force secure specific data and make recommendations. Key issues should be presented to the task force.
3. We should act as a steering committee to decide on procedures as we go along.
4. Thus there will be a small group in geographical areas within the community, within close proximity to some central location where they can meet for a "togetherness" in a cultural program to discuss ways to apply the skills that they have learned, and their potentials.
5. The need for self-expressions through arts and crafts.
6. Working with small groups through the churches on an ecuminical basis—moblizing God's continuing action in, and through people.

Theme: Relationship through Communication. "We relate to them. They relate to us."

There is a four point program in the Okaloosa County Council Senior Citizens Units or Centers: (1) Service to others, (2) Creativity, (3) Self-development, and (4) Recreation.

Programs are organized and conducted by volunteers. Telephone reassurance is most helpful in keeping tabs on the elderly. The same is done or will be done in the other counties. Contacts should be made between directors of county councils on aging and college representatives.

All age groups should be involved in preparing themselves and others for later years. Through colleges and other educational facilities we must communicate with the elderly on their level. Students should make the elderly feel important and needed. Students should also be made aware that they must keep themselves on the same level as the elderly when working with them.

The University of West Florida's point of view is they don't know what they should do but would like to know through suggestions and recommendations.

We recommend:

1. Self-development for senior citizens
2. Involvement of students with the elderly in field work as interns
3. In-service programs for the elderly
4. Educational television
5. Anyone 65 or older should have one course per quarter free of charge
6. Close communication between educational institutions and directors of county councils on aging
7. Off-campus activities or classes in senior citizens' centers or units to assist councils on aging
8. Sponsoring of workshops and institutes

The Chautauqua Neighborhood Center in DeFuniak Springs serves Walton County. A large percentage served is elderly. They offer adult basic education, high school completion and home services. They will continue to provide child care and transportation for these students.

The Walton County Council on Aging will expand its program to include more educational activities.

We recognize we are trying to reach those who have already retired as well as those who are about to retire.

As a follow-up to the activities of this conference, a regional consultation will be held Friday, June 2, 1972 from 10:00 to 4:00 in Valparaiso at the Okaloosa County Council on Aging office. A representative of the three academic institutions and a representative of the county councils on aging will be present.

Hernando and Pasco Counties

Plan for Hernando and Pasco:

1. Communication between agency/organization
   Complete work on directory of organizations and agencies
   Explore and develop all channels of information dissemination

2. Work on term "education".
   Referral/Service
   Informal workshops and seminars
   Continue learning

3. Locate dynamic person to develop leadership. Work through established community and civic clubs.

4. Survey to determine needs or what should be offered.

   a. Political/Governmental—Florida law

   b. Training for employment

      (1) Small appliance
      (2) Lawn mowers
      (3) Motel/Hotel
      (4) Outlet store for part-time craft like items to be sold

5. All planning must take transportation problems into consideration.

6. Rapid growth problems—development causing small neiborhood geographic units in high density with very poor or non-existent road network.

Lee and Osceola Counties

I. Educational Committee to be formed

  A. Membership to consist of representatives from junior colleges, vocational schools, county school department and senior citizens, with universities as advisors.

  B. Responsibilities

    1. Examples

      a. Compiling resource list of instructors, noting if volunteers, partially paid, etc.

      b. Inventory of course program needs to include some design guidelines.

        (1) Provide courses for people working with senior citizens.

        (2) Provide courses for children of senior citizens to help them understand their aging parents.

        (3) Course on legislative processes to be used for benefit of senior citizens.

        (4) Courses for pre-retirement, post-retirement to cover four major needs.

          aa. Coping
          bb. Expressing
          cc. Contribuinng
          dd. Influencing

      c. Packaging volunteerism to aid emerging countries, such as Jamaica, by preparing, for example, retired teachers to teach particular subjects needed in said countries, orienting them to these countries.

    2. To provide variables in program considering time (day or night), location, length of course

3. Limitations - to act in advisory capacity; not a policy-making body.

II. Emphasize at meetings of senior citizens of their role in influencing legislative action concerning senior citizen needs.

III. Board approval should be sought for credit-fee waiver for senior citizen programs and opportunities.

IV. Space in college bulletins will be utilized to provide information on senior citizen programs and opportunities.

V. Whenever a new building is approved, a room should be requested for multi-purpose senior lounge.

Leon County

Problem: What can I do in my county to enhance education for the Aging?

1. Assess the needs of older people living in the community. (Entire County)
2. Provide knowledge for older people on how to live in new housing situation.
3. Provide information on money management.
    a. budgeting
    b. insurance, investments, etc.
4. Discover and serve shut-ins, i.e., ill, isolates, handicapped:
    a. telephone reassurance
    b. churches
    c. mobile units
5. Give help on nutrition
    a. through health and medical service
    b. establish in-step projects (long range)
    c. home economic extension

6. Secure information about what is available in the community through:
    a. Senior Citizens Planning Council
    b. college and universities
    c. public schools
    d. Red Cross
    e. health clinics
    f. recreation department
    g. Leon County Association for Community Services

7. Recognize and utilize community resources with emphasis on use of youth.

8. Act as catylist for change in providing services to the aging.

9. Evaluate what is being done already.

10. Investigate sources for possible federal or state funding for a center for senior citizens.

11. Recognize that older people show willingness to help themselves.

12. Secure a commitment from the community to provide one person to work with and for older persons in the community.

13. Resolve to form a Leon County Council on Aging that this meeting be in May and that each person present today be responsible for two other persons being present. Suggested date: May 17, 1972, 7:30 P.M., Lafayette Center.

Sarasota, Manatee, and Hillsborough Counties

Objective: To break the "rocking chair syndrome"

Methods of Communication:

1. Newspaper articles, perhaps a feature series

2. Paid, well-placed ads; timely ads

3. Postcards

4. Notices to be placed in shopping guide, retirement homes, community recreation centers, in grocery stores, in elevators, post offices, banks, etc.

5. Church bulletins

6. Radio and TV

7. Word of mouth—peer groups

8. Liaison person in various agencies

Other Suggestions:

1. Offer, through Welcome Wagon, free course on Florda Law, then advise newcomers of senior citizens' offerings.

2. Seek suggestions of areas of interest for course offerings.

3. Use Chamber of Commerce Directory to advantage.

4. Utilize community human resources.

Recommendations:

1. Establish Citizens' Advisory Council, to be appointed by County Commissioners, to include "consumer".

2. Enjoy some program success first, then proceed with the mortar and bricks mission.

3. Pursue grants.

Volusia County

Between the Volusia County Advisory Council on Aging and the Daytona Beach Community College is an already established close working relationship. We are organized to meet most of the known non-credit educational needs of the older persons in Volusia County.

These two groups have accomplished their work through the cooperation of, and support by, municipal and other recreation groups, nursing and convalescent homes, churches, senior citizen centers and other concerned civic groups.

Remaining needs we see at this time are:

1. To continue increasing opportunities for non-credit educational courses as population growth continues.

2. To provide a solution for our primary missing element —credit courses in educational programs for older persons beyong the high school level.

Recommendation:

Every effort be made—and pursued to completion—to provide higher education degree programs for credit, i.e., above the high school level, for older persons in Volusia County.

(Editor's Note: Several of the county groups did not furnish a list of their members. We therefore thought it would be better policy to omit all names from the county reports.)

EVALUATION AND FUTURE PLANS

by

Dr. Evelyn Duvall, Director
Institute of Lifetime Learning
Sarasota, Florida

I face a very embarrassingly difficult assignment in trying within the hour to pull all that we have been through together to do some evaluation and point toward what comes next. Now, this is more than any one man, or woman, can do; even when that woman is introduced, I notice, with the new Ms. Have you heard the second proposal that we do away with the Mr., Mrs., the Miss, the Ms., and just call us all "Mmmmmm"? I think that has been very much the spirit of this conference. We have had a nice feeling about each other. That was apparent from the very first morning. I think it perhaps accounts for your observation George, that we seem to have a "turned on" crowd. We were "high" on each other from that very first morning session. Do you remember? And it has been a good relationship that we have established with one another.

Who are we anyway? I was very interested in trying some analysis. I saw in our Roster the invited representatives of a dozen counties in the State of Florida. I noted that we ranged in age from under 22 to over 72, with some of us not quite in a normal curve in between. It was very obvious that we were black and white, and some of us polka dot who are freckled. We were male and female, paid and unpaid, professional and lay. We come from a variety of occupations, all beaming in on adult education for older persons. We had many high powered executives and administrators whom we learned to appreciate as human beings. We had clergy and churchworkers, and ex-clergy and ex-churchworkers, and future churchworkers. We had many community leaders from some fourteen different social agencies working with senior citizens, AARP, and all of the rest of the alphabet soup that brings us into one kettle together. We had public school administrators and teachers and principals. We had junior college personnel, university staff. We had continuing education workers, community education program developers, adult educators in many, many settings. We are a varied group of people. We had many health, welfare, and rehabilitation personnel, nurses and the rest. We had librarians, multi-media specialists, recreation leaders, and senior center directors. In fact, we were such a delightful combination that some of us had not met fellow workers in our own and adjoining counties before we came here. I consider this a real achievement in just bringing us together.

In summary, who we are is a good mix and whoever did the selecting and inviting, we would like you to do it again one more time and include us in. We have had a most active, dynamic, interaction with each other, to the place night before last when some of us were evaluating step by step as we went along, we said we could have gotten along without your program, George, Andy, because we have been getting so much from each other that what happened up here at the front table really didn't matter very much. We found a fellowship that was not only intellectually stimulating, but was warm and open and personally fulfilling. In fact, those we have come to know here will long be remembered as very significant "others" whom many of us will look to in the years ahead I am sure, for friendship, for encouragement, for assistance, support, and cooperation.

Now, what did we come here for? What are we here for? What was it we were called to do? Well, Andy tried to set us in the right direction with his setting of the general goal you remember at the very first day, when he said and this is as near a quote as I could get in his delightful, informal way of doing it: To provide more and better education for the aging in Florida and elsewhere, especially the practical and functional approaches. I won't put the quotes on because you might be stuck with something you don't want, but that is what came through to me. In addition to this general goal of the conference, each of us came with our own hidden or overt agendas. There were some of us who knew exactly what we hoped to get out of this conference and therefore will be most ready for the evaluation in terms of "how far did we get in Aims 1, 2, 3, and 4". In order to start your thinking, because you have got to see as quickly as we can now in the next five or six minutes what your personal aims were when you came here.

Let me share as specifically as I can the four things I personally wanted to get out of this conference, which I really needed from this Institute. First of all, I wanted to learn how to vitalize the image of education, especially in the retirement community. Because for many of the people we have been working with or we have been trying to get to work with us, education is not exactly a bad word, maybe they would like it better if it were, but its a word that doesn't turn them on. Education in the lives of many of our senior citizens has a negative connotation. I don't know what you education boys have been doing through the years, but it has not been enough or the right thing. So I wanted to change the image of education, especially adult education, to make it more palatable, to make it more romantic, to make it more exciting and glamorize it a bit.

Secondly, I wanted to find out how I might help to upgrade the self-concepts and the self-confidence of older persons that we are working with and trying to work with. Because my own feeling is, that it is only after you get the sense of your own identity fairly clearly established, that you really are set to grow and go on as a mature adult. Many of us know that one of the reasons for the disengagement and the disillusionment and the distress we see in so many of our senior citizens comes out of their lack of self-confidence or their lack of a sense of selfness that would allow them to develop some of the hidden and half hidden talents that we might help them with in our educational programs.

Thirdly, I wanted personally to involve more of our older persons in my community in the mainstream of life. We used a phrase all of the way through that has specified this for me. That is "break the rocking chair syndrome". So many people retire to Florida, thinking they are going to be perfectly content to go fishing and sit in their rocking chairs the rest of their lives. And if they have had any vital experiences before, that is going to be pretty thin gruel for the rest of life. So I am personally learning how to involve more older persons in the mainstream of community life. Was it you, George, that said, "Not disengagement but re-engagement"?

Fourth, I wanted to learn more effective ways of publicizing adult education programs for the aging. I have learned after more years of my life than I am going to admit publicly that newspapers have a very interesting formula. Before you have proven your success, you are not newsworthy. After you have proven you success, you can get front page covering, but then you don't need it. I want to find out and I still do—and this is one of the things that wasn't accomplished to my satisfaction here—how to more adequately develop a public relations program in a community that would help the community understand what adult education for older persons is as well as alert them specifically to the opportunities available in a local community. All right, I have now bared my soul in terms of what I hoped to get here personally. I wonder if you would keep John busy for the next just two, three minutes in getting a popcorn bowl, if you will, around the room of personal goals and aims that you had when you came here. Then we will quickly check them off if you feel they have been satisfied in part. [At this point John Minnis wrote several contributed items on the blackboard.]

All right, let's take this as a turning point. You will be thinking of other things as you go home. And I should remind you that any evaluation of any institute like this doesn't take place in the final hour of the conference, it takes place as you get buckled into your seat belts on the way home, and you turn to each other and you say, "That was all very well, BUT, if I had my chance I would have done so and so, or I wish, or we will . . . ." All right, let's take Leon's comment as a turn around and see not a complete list, but rather check off some of those things in which we have made progress. Now we aren't looking for an end-point of completion on any of these. Since I started you, I will share with you if I can find it again, how I felt we did on my four little aims.

1. Vitalize the image of education in the retirement community. Yes, I got started, but I still have a lot to learn on that.

2. Upgrade self-concepts and self-confidence. I am more sure than ever that that is important, but there is still a lot more work for me to do on that. You didn't give me any answers Andy. Just a lot of good questions.

3. Involving more older persons in the mainstream of community life. I think I have done best on that. As I have heard all of you working at this, I have gotten some good ideas.

4. Learn more effective ways of publicizing. Yes, maybe a little progress, but that is still open for grabs too.

Let me get into a quick summary statement on what we did. And this was kind of fun. I thought at first it was going to be completely impossible because we have had such a rich smorgasbord of offerings of all kinds, of professional as well as personal treats, since we have been here. Do you realize, for instance, that counting this one, we have had eleven general sessions that have ranged from one and half to two hours each for a total of over twenty hours in these four days that we have been together? This is at day five. Did you realize that we have had five different group sessions, from one and half to two to more hours each, for a total of more than ten hours? Have you realized that we have been together for food, fun and fellowship for a total of thirteen different periods that total some fifteen plus or minus hours? We have enjoyed three good square, round meals everyday and enjoyed them with each other. Which has been the seasoning that has been most palatable.

We have wasted no time in travel or arrangements in these very convenient facilities. I don't mind taking what hair I have left down and reporting that when I first swung into the Driftwood Motel, Andy, I thought, "My heavens, have state funds dropped to this?" We came down "hamburger row", Kentucky Fried Chicken, Dixie Cream and the rest. And I thought, "Oh, dear" and when I got to my room, I didn't feel much higher. But you know, it has been so darned convenient. It has been so adequate for the job we had to do and after all, we didn't come to a resort hotel. We came to work, and this has been a good work situation. Do you agree with me on this? Ok.

We have enjoyed many opportunities for dialogue and the sharing of ideas and experiences with each other, both on dry land and in the pool. One of the personal satisfactions that I had, was in the pool party that Andy sort of arranged with the so-called marriage counseling session and if you need any comfort Andy, it wasn't marriage counseling, it was just people open to each other, without any clothes on much. We have used through this week a wide variety of methods, materials, resources, media, personnel, including the faculty of, I may be incorrect on this, but I got a count of eleven different colleges and universities. We have the staff of Florida State Department of Education, the most important parts of the staff. We had a dozen or more specialists in various aspects of adult Education for the aging, who shared with us three kinds of resources.

The first and perhaps for some of us, the most important, were the resources that had to do with concepts. The tools to think with, the ways of making sense of a multitude of particulars. We had my beloved Howard McClusky, whom I hadn't seen literally for thirty years, that very first day you remember, helping us see whole what we face as the challenge in working with the aging. You remember he reminded us that the aging are often times the underdeveloped sector of our total population. That their schooling, way back when, was often times sketchy, and poor, with negative experiences predominating for many of them. Remember, Howard reported as we found at the White House Conference, that motivation for older persons in the field of education is often times very low. Partly because they still feel the sting of the ruler over their knuckles or they feel inadequate of the way education met their needs in earlier decades. You remember too the concept in which we were given a great deal of hope that older persons, according to much of the research and much of the conceptual development now on the whole human lifespan, are capable of learning and can live richly throughout the later years. That it is a matter of placing the developmental tasks through the life cycle in which each stage builds and prepares for the next stage of life that determines in large measure whether life will be an increasing disappointment, disillusionment or joy and reverance and satisfaction and even excitement and fun in maturing to the next stage.

You remember that the great discussion which we never quite finished and the great confusion which was never quite resolved, on when education for aging should begin. You remember that session? And we wrestled with the concept that got us awfully close to what I felt was where we should have been, and that was Education for Aging is actually education for life and therefore is a lifelong experience.

Wherever you find people of whatever age or status, you must start where they are at the teachable moments in their own life cycle. Now, I have spent the best years of my professional life working in this, so this is what I heard and maybe some of the rest of you never got it, because I was open and susceptible to this particular type of conceptual stimulus. You remember, we recognized that there were certain predictable vulnerabilities at each stage of life wherever we are along life's stream. But that in a very real way, many of these vulnerabilities and crises and challenges can be anticipated, can be prepared for, and aren't insurmountable as soon as we open our eyes and look at them. Whether it is deaf education, sex education, or marriage education or consumer education or whatever, as long as we are there when people are ready to grow in that particular area something exciting can happen. My answer personally to this question that took a long time in that session of ours, "Does education for aging begin at 65, 60, or 45 or does it begin in the kindergarten?" My answer is, education for aging begins wherever you are in contact with people. Because each of us is aging right now. We had, then, a very helpful start in basic concepts to think with.

Our second big resource that came out of our program, it seems to me, were the facilitating resources. This has been the most helpful program I have ever participated in, in terms of the ways in which channels can be opened to get help, not only funding help, but help from personnel and help for materials in the kinds of things each of us is trying to do better. The resources in federal, state, public, and private agencies, local community facilities, personnel, findings, publications and especially in other people and in ourselves. Recognizing and utilizing resources in the human beings with whom we have contact. Those things were very helpful.

I put third, last because it is least, one of the other things that has come out of this conference. The occasional story, slogan or anecdote that suddenly gave a new twist to an old word or idea. I can't tell you that whenever I hear the word kiss or experience it, I will remember that sometimes it means, "Keep It Simple, Stupid!" But I know that sometimes I will and that it will probably be helpful. Well, you can read in as you will what else it is we have done. To me it seems to be a pretty well balanced program that has been almost too full for comfort, particularly since we had all of these other items on our own hidden agendas. Now, I wouldn't be fair to Andy and George or to us, if I didn't save equal time for what they want and what you and I want them to have in the reports of what it is that we see ourselves doing when we get back home. You have spent more time on your county reports than any other group session and they are a facinating pile of documents. I am delighted that you have written them so that we can turn them over in total to Andy.

All right, from the county reports, Here are some of the kinds of things that we said we are going to do. Now don't get too misty-eyed about this because a lot of these things won't get done. A lot of them won't even be attempted. But that is all right; you have to scatter a lot of seeds in order for a few to sprout whatever the soil might be. But here are some of the kinds of things we said we wanted to do when we get back home. Four of our counties plan an early establishment of councils on aging and some of them very specifically. There are at least three of us and maybe more, who are literally now planning specific dates for the setting up of plans for the establishment of councils on aging. Gainesville, as usual, rushes the gun; they are going to do it first on April 22, and they will get everything all set. Leon County is going to have its meeting on May 17th. We have got everything pegged down in Sarasota for May 23, I hope. Our board meets Tuesday, and I will know then. When I tell them the goodies I am bringing in for that meeting, they can't tell me no. Three of our counties plan to expand their existing programs into more areas of study and into larger regions. There was quite a bit of discussion in a number of the counties on how we can reach the hard to reach and getting across the tracks and away from persons like ourselves to persons who perhaps have to be wooed into the program.

Three others of our counties plan to explore possibilities for state and federal funding of adult education for older persons.

They see all of this wonderful rich kettle of coin at the end of the federal rainbow and it is just too good to be missed. So I won't be surprised if there are some grant applications coming out of the stimulus we have received from these representatives for state and federal funding. Three others of our counties plan to inventory what is being done in their counties for aging now. Feeling that some kind of inventory is going to be necessary as a basis for future planning and coordination so that we can avoid duplication and gaps and plan meaningfully for next steps. Three of our counties plan specifically pre-retirement courses. They didn't always say just when or just what was to be covered, but this was an intriguing possibility. I wouldn't want to downgrade it a bit even though when we did our conference, and tried to test where interest was, we had only three people sign up for the preparation for retirement, even though we had a very attractive and able ex-colonel with the Army who had been a personnel officer preparing for retirement in the military for years. It just didn't appeal somehow. Maybe this is another image we have to change, this preparation for retirement. We have to think about this some more. But you may find the formula that works and if so, I hope you tell us.

Two counties plan workshops in the immediate future. One of them, this coming summer. The other didn't specify and I am not quite sure from the way county reports were written, workshops for whom, or what and so forth. Two counties are planning to put out publicity campaigns in a multi-media scope to alert the public of adult education for aging persons in their own local community. If you ever get more than two inches of space in your local newspaper, please send me a clipping so I can go in and show what other people are doing. You remember that delightful story, well it is a barnyard story, anybody mind? It is a story that as I remember it my beautiful English grandfather told me when I was a very young and susceptible young lady and he told me about the little bantam rooster who approached his wife one day and said, "Darling, I don't want to make you feel inferior and I am not criticizing, but I want you to come around the barn and see what some of the other girls are doing." And he took the bantam hen around the barn to where a goose egg had just been laid.

You mentioned specifically developing a task force to determine direction and set priorities. You mentioned holding regional consultations. Volusia County, for instance, has one all set for June 2nd. You mentioned trying to hire at least a part-time coordinator for adult education programs in your own community. Orange County really went into ecstacies on this one. You mentioned attempting to improve the public image and awareness of the needs, interests, talents, and resources in their own older citizens. You mentioned specifically developing degree programs for older persons. And those of us who got what degrees we have after we did become older, would commend you on it. I remember in sharing with one of you this week when you told me the sacrifice that it was in your family finishing a degree. I remember coming out of the University of Chicago chapel with my Ph.D. in my hot little hand, after all the trauma I had been through and my family had seen me through, and our younger teenage daughter caught up with me, squeezed my elbow under the gown sleeve and she said, "Well, that's done. Now what will we do?" It had been a family project.

You mentioned preparing a directory of agencies, working with and for older persons in the community. And I would suggest before you lose too many nights sleep on that, you make sure there is not one already started. You mentioned establishing a Citizens' Advisory Countil. That wasn't specified or described, but it sounded tangible. You mentioned forming an Educational Committee in your county, which would include not only public education of various levels, but the junior and community colleges, universities and the various facets of adult education including those for the elderly. You mentioned releasing Senior Power through more effective legislative action. That sounded interesting. It sounded intriguing. Some of us are not the banner waving, marching suffregets that our grandmothers were, but perhaps we can learn to be more effective as we feel more and more stongly about some of these things that we need legal assistance on. You mentioned going to request a senior lounge in any new public buildings that went up in your community—one lounge available to senior citizens. I hadn't heard that discussed before and it gave me all kinds of ideas. Sarasota County got all steamed up, my own glasses were just misty, with the possibility of building a senior center for Sarasota.

I always feel a little bit like an executioner at this point when I have to remind us the adjournment time has come. We aren't done and we aren't through and we haven't had all of our questions answered, nor all of our problems looked at, nor all of the challenges and crises resolved. But the perhaps most effective next step in the learning and growing toward fun for any of us lies in the ability to ask good questions, whether or not the answers seem apparent. I had a very delightful experience on an airplane many years ago. I was poured onto the plane almost literally after an exhausting schedule. The hostess seated me beside a very attractive man and I promptly fell asleep, practically on his shoulder. When I awakened, he said, "Did you have a nice nap?" I said, "Yes, thank you, I needed it." And, I said, "I am me, who are you?" I said, "Tom Watson! Not the IBM Tom Watson?" "Yes" Well I said, "Tom Watson, is it true that you are building computers now that will take the place of the human mind?" And he said, "Don't you believe it. A computer is dependent upon whatever is fed into it. It still takes a human being to ask a good question." Bless you. You ask good one and I love you. Bye, bye.

APPENDICES

APPENDIX A

PROGRAM OUTLINE

Monday, April 17

4:00 p.m.	Registration and Room Assignment
7:00 p.m.	Dinner

Tuesday, April 18

7:30 a.m. Buffet Breakfast

9:00 a.m. Opening Session
Presiding: Dr. George F. Aker, Head
Department of Adult Education

Welcome: Dr. Augustus B. Turnbull, III
Assistant Vice President for Academic Affairs

Plan of Institute: Dr. Andrew Hendrickson
Professor of Adult Education

10:30 a.m. Coffee Break

10:45 a.m. Keynote Address: Dr. Howard Y. McClusky
Professor Emeritus
School of Education
University of Michigan

11:45 a.m. Adjourn

12:15 p.m. Lunch

1:30 p.m. General Session
Presiding: Dr. Andrew Hendrickson

Inventory of Needs
Break into Groups by Occupation

3:00 p.m. General Session
Presiding: John Minnis, Graduate Assistant

Reports from Groups

4:00 p.m. Adjourn

Tour of Campus

6:00 p.m. Dinner

7:30 p.m. Poolside Social Hour - Driftwood Staff

Wednesday, April 19

7:30 a.m. Buffet Breakfast

8:45 a.m. General Session
Presiding: Dr. George F. Aker

"Pre-Retirement Planning—An Urgent Need"
Miles T. Dean, Personnel Officer
Department of Health and Rehabilitative Service

"Vocational Training Needs of Older Workers"
Henry E. Richards, Special Services Consultant
Florida Employment Service, Department of Commerce

10:15 a.m. Coffee Break

10:45 a.m. Group Meetings (Random Assignment to Discuss Practical Problems)

11:45 a.m. Adjourn

12:15 p.m. Special Luncheon
Presiding: Mrs. Jeanne Brock, Coordinator of
Education for Aging
Florida State Department of Education

Guest Speakers: Hon. Verle A. Pope, Senator
Duval County

Willis Atwell, Deputy Commissioner
Administration on Aging
Social and Rehabilitative Services
Department of Health, Education and Welfare
Washington, D. C.

2:00 p.m. General Session
Presiding: Mrs. Violet Malone, Graduate Assistant

	"Inter-Agency Communication and Cooperation at the Community Level" Paul B. Richardson, Executive Director Volusia County Citizens Advisory Council on Aging
	"Inter-Agency Cooperation—A Case Study" Maurice S. Cochran, Director of Continuing Education Edison Community College
4:00 p.m.	Adjourn
6:00 p.m.	Dinner

Thursday, April 20

7;30 a.m.	Buffet Breakfast
8:45 a.m.	General Session Presiding: Dr. George F. Aker
	"The Bachelor of Independent Studies—Adult Degree Program" Dr. Kevin Emmett Kearney, Director Bachelor of Independent Studies Program University of South Florida
	"The External Degree Program" Dr. E. A. Giordano, Dean of University Services Florida International University
	"Education for the Aging in Florida Community Colleges" Plano B. Valdes, Jr., Associate Dean, Community Services, Hillsborough Community College
10:15 a.m.	Coffee Break
10:30 a.m.	Group Meetings (Groups Meet on County Basis) Presiding: Dr. Andrew Hendrickson
	"What We can Do in My County to Enhance Education for the Aging?"
11:45 a.m.	Adjourn
12:15 p.m.	Lunch

1:30 p.m. General Session
Presiding: Mrs. Jeanne Brock

Plans for Community Organization for Education of Aging

Section A: "County Council Project"
Philip H. Gilbert, Executive Director
Florida Council on Aging Project

Section B. "Consultant Position in Adult Education"
Mrs. Jeanne Brock, Coordinator of Education for Aging, Florida State Department of Education

3:00 p.m. Group Sessions (County Groups)

4:30 p.m. Adjourn

6:00 p.m. Dinner

7:30 p.m. County Groups meet to refine and edit reports

Friday, April 21

7:30 a.m. Buffet Breakfast

8:45 a.m. General Session
Presiding: Dr. George F. Aker

Panel Discussion: "Where Can We Look for Resources?"

Panel Members:
Sidney S. Henry, Coordinator, Title I, Higher Education Act, Florida Board of Regents

Oliver Jernigan, Chief, Florida Bureau on Aging

Miss Martha Brownlee, Division of Community Colleges, State Department of Education

James S. Fling, Administrator, Adult and Veterans Education Section, Division of Adult and Vocational Education, State Department of Education

10:15 a.m. Coffee Break

10:30 a.m. General Meeting
Presiding: Dr. George F. Aker

"Evaluation and Future Plans"
Dr. Evelyn Duvall, Director, Institute of Lifetime Learning, Sarasota, Florida

11:30 a.m. Adjourn

12:00 p.m. Luncheon
Presiding: Dr. Andrew Hendrickson

Closing Remarks: Dr. George F. Aker
Dr. Andrew Hendrickson

1:30 p.m. Adjourn

APPENDIX B

SELECTED BIBLIOGRAPHY

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APPENDIX C

ROSTER OF PARTICIPANTS

Mrs. Harriet V. Agster, Field Coordinator, Demonstration Aging Project
University of South Florida
4606 Gray, Apt. 303
Tampa, Florida 33609

Miss Elaine Allen, Staff Assistant, Aging Studies Program, Adult Education
University of South Florida
4202 Fowler Avenue
Tampa, Florida 33620

Mrs. Marcelle P. Anderson
Coordinator of Volunteer Programs at Brevard Community College, Titusville Convalescent Center, 440 Angelo Lane
Cocoa Beach, Florida 32931

Willis Atwell, Deputy Commissioner, Administration on Aging, Social and Rehabilitative Services, Department of Health, Education and Welfare
Washington, D. C. 20201

Miss Elizabeth Barnett, Volunteer Helper, Volusia County Citizens Advisory Council on Aging
P.O. Box 404
Daytona Beach, Florida 32014

Miss Chrys Bradon, Recreation Supervisor, Tallahassee Recreation Department
City Hall, Tallahassee, Florida 32304

Mrs. Jeanne Brock, Consultant Educational Programs for Aging Adult and Veterans' Section
State Department of Education
Tallahassee, Florida 32301

Mrs. Alice M. Brown, President Chapter 434, American Association of Retired Persons
259 Floramar Terrace South
New Port Richey, Florida 33552

E. Stanley Brown, Legislative Chairman, Chapter 434, American Association of Retired Persons
259 Floramar Terrace South
New Port Richey, Florida 33552

Miss Martha Brownlee, Coordinator of Activities for the Disadvantaged, Division of Community Colleges
State Department of Education
Tallahassee, Florida 32301

Mrs. Kate T. Byrd, Director of Nursing Service
1924 West Hernandez Street
Pensacola, Florida 32502

W. C. Clayton, Coordinator of Adult Basic Education
Pensacola Junior College
3540 Bayou Boulevard
Pensacola, Florida 32503

Miss Betty J. Coates, Volunteer
Services Coordinator, Project
In-Step, Department of Health
and Rehabilitative Services
Palm Beach County
Post Office Box 3084
Lantana, Florida 33462

Miss Gertrude C. Coble, Art
Coordinator, Adult Education
Department
Sarasota County Schools
5235 Calle de Costa Rica
Sarasota, Florida 33581

Maurice S. Cochran, Director
Division of Continuing Education
Edison Community College
Cypress Lake Drive
Fort Myers, Florida 33901

Ney Couey, Director
Chautauqua Neighborhood Center
Okaloosa-Walton Community
College, Rt. 2, Box 15
Defuniak Springs, Florida 32578

Dr. Fanny-Fern Davis, Chairman
Emeritus of Biology Department
Okaloosa-Walton Community
College, Okaloosa County
Council on Aging
Post Office Box 475
Valparaiso, Florida 32580

Miles T. Dean, Personnel
Officer, State Department of
Health and Rehabilitative Serv.
Tallahassee, Florida

Dr. Evelyn M. Duvall,
Educational Director, Institute
of Lifetime Learning
700 John Ringling Blvd.
Plymouth Harbor #805
Sarasota, Florida 33577

Mrs. George H. Eagan, Director
Escambia Health Center
Christian Education Florida
Council of Churches
1225 East Scott Street
Pensacola, Florida 32503

Dr. N. E. Fenn, Department of
Adult Education, Florida A & M
University
Tallahassee, Florida 32307

Harold W. Fisher, Assistant
Director, Hernando County
Adult Education
Brooksville, Florida 33512

James S. Fling, Administrator
Adult and Veterans' Education
Section, Division of Adult and
Vocational Education
State Department of Education
Tallahassee, Florida 32301

Rev. Michael Foley, Assistant
Pastor, Blessed Sacrament
Parish Church, 624 Miccosukee
Tallahassee, Florida 32304

Miss Kitty Funderburk
Curriculum Consultant, State
Department of Education
Tallahassee, Florida 32301

Philip H. Gilbert, Executive
Director, Florida Councils on
Aging Project, Bureau on Aging
Box 2050
Jacksonville, Florida 32203

Dr. E. A. Giordano, Dean
University Services, Florida
International University
Miami, Florida 33144

Mrs. Margaret V. Grant, Project
Director, Eastside Senior
Center, Franklin Arms
888 Franklin Street
Jacksonville, Florida 32206

Miss Lois Hancock, Teacher
Hernando County Adult Education
Post Office Box 154
Brooksville, Florida 33512

Mrs. B. L. Harlow
County Health and Welfare
Council, Standing Committee
on Aging
8705 South Tamiami Trail #152
Sarasota, Florida 33581

Mrs. Paul B. Henderson, Teacher
Lee County Adult Education
Shell Point Village
1130 Shadow Lane
Fort Myers, Florida 33901

Sidney S. Henry, Coordinator
Title I, Higher Education Act
Florida Board of Regents
Tallahassee, Florida 32304

Leon T. Hobbs, Director
Osceola County Adult Education
Post Office Box 1333
Kissimmee, Florida 32741

Mrs. Sara M. Howell, Manager
Office for Continuing Education
University of South Florida
1015 South Tamiami Trail
Sarasota, Florida 33577

Dr. Robert H. Humphrey
Coordinator, Junior College
Relations, Florida Technological University
Orlando, Florida 32816

Dr. Harold S. Jenkins
Director of Continuing
Education, Florida A & M
University, Box 143
Tallahassee, Florida 32307

Oliver Jernigan, Chief
Florida Bureau on Aging
Post Office Box 2050
Jacksonville, Florida 32203

Marvin H. Jones, Director of
Adult Education, Brevard County
705 Avocado Avenue
Cocoa, Florida 32922

Dr. Harold Kastner, Division
of Community Colleges, State
Department of Education
Tallahassee, Florida 32301

Dr. Kevin Emmett Kearney,
Director, Bachelor of Independent Studies Program
University of South Florida
Tampa, Florida 33620

Miss Lora A. Kiser, Extension
Home Economist
University of Florida
3041 McCarty Hall
Gainesville, Florida 32601

Mrs. Grace B. Krug, Coordinator
Adult and Continuing Education
Manatee Junior College
Bradenton, Florida 33507

Miss Mildred A. Lennertz
Director, Home Economics
Education, Florida Junior
College, Cumberland Campus,
Jacksonville, Florida 32205

Miss Helen Lipscomb, Assistant
Administrator, Home Economics
Education, State Department
of Education, Knott Building
Tallahassee, Florida 32301

John Loftus, Associate Dean
Career and Adult Education
Florida Junior College
Cumberland Campus
Jacksonville, Florida 32205

Dr. Howard Y. McClusky
Professor Emeritus, School of
Education
University of Michigan
Ann Arbor, Michigan 48104

Paul O. McCoy, Director
Education for Aging
Florida Junior College
Cumberland Campus
Jacksonville, Florida 32205

Miss Patricia McMullen
Stroke Therapy Coordinator
Halifax District Hospital
Box 1990
Daytona Beach, Florida 32018

Miss Sophia Melbourne
Instructor, Brevard Community
College, Lakeview Avenue
Cocoa, Florida 32922

Walter E. Miller, Manager of
Georgia Bell Dickinson Apts.
Florida Sunshine Apts., Inc.
301 East Carolina, Apt. 1109
Tallahassee, Florida 32304

Miss Arline Nihoul, Assistant
Director of Education
Cathedral Towers
601 North Newman Street
Jacksonville, Florida 32202

Louis M. Nourse, Librarian
1536 Isabelle Court
Tallahassee, Florida 32303

Miss Memree Oswell, Extension
Librarian, Gainesville Public
Library, Rt. 1, Box 117 A-3
Newberry, Florida 32601

Miss Barbara M. Palmer
Community Liaison, Aging
Studies Program, University
of South Florida
Tampa, Florida 33620

Miss Carole Porter, Teacher
Hernando County Adult Education Department
Brooksville, Florida 33512

John W. Porter, Director
Hernando County Adult
Education Department
Brooksville, Florida 33512

Miss Helen C. Randall, Executive
Director, Alachua County Older
Americans Council, Inc.
1029 North East 9th Street
Gainesville, Florida 32601

Miss Ruth Rankin, Coordinator
Adult Education Department
Pasco County Schools
Court House
Dade City, Florida 33525

Miss Karen Ratcliff, Teacher
Hernando County Adult
Education Department
Brooksville, Florida 33512

John L. Rhodes, Director
Adult General Education
Daytona Beach Community College
Post Office Box 1111
Daytona Beach, Florida 32015

Henry E. Richards, Special
Services Consultant
Florida Employment Service
Department of Commerce
Tallahassee, Florida 32301

Paul B. Richardson, Executive
Director, Volusia County
Citizens Advisory Council on
Aging, Inc. 524 S. Beach Street
Daytona Beach, Florida 32014

Mrs. Lille M. Ricks, President
Tallahassee Urban League Guild
1226 Coleman Street
Tallahassee, Florida 32304

Dr. James Pheane Ross, Associate Professor
University of West Florida
Pensacola, Florida

Rev. Ray Schember, Director
Senior Citizens Service Center
1800 Colonial Drive
Fort Myers, Florida 33901

Dr. Robert E. Snyder, Assistant
Professor of Education
University of South Carolina
Columbia, South Carolina 29208

George K. Storm
Institute of Lifetime Learning
3332 Gulfmead
Sarasota, Florida 33577

Miss Thelma Taylor
Westminster Presbyterian
Church, 1901 Beechwood Drive
Holiday, Florida 33589

Frances B. Thomas, Director
Walton County Council on Aging
Henry Park Circle Drive
DeFuniak Springs, Florida 32433

Sherman Thompson, Assistant
Professor of Adult Education
University of South Florida
Tampa, Florida 33620

Miss Ann Tubbs, Organizer
Senior Citizens Project
3407 Tenth Street
Holiday, Florida 33522

Dr. Augustus B. Turnbull, III
Assistant Vice President for
Academic Affairs
Florida State University
Tallahassee, Florida 32306

Miss Diana M. Turnier, Senior
Citizen Coordinator, City of
Jacksonville Recreation Dept.
1245 East Adams
Jacksonville, Florida 32202

Dr. Lee Umphlett, Director
Continuing Education Department
University of West Florida
Pensacola, Florida 32504

Plano B. Valdes, Jr., Associate
Dean, Community Services
Hillsborough Community College
Post Office Box 22127
Tampa, Florida 33622

Mrs. Constance G. Walker
State Director, Project In-Step
5520 Arlington Expressway
Jacksonville, Florida 32203

Mrs. Willie Zeigler White
President, Leon-Tallahassee
Community Action Program
202 Lincoln Street
Tallahassee, Florida 32301

Lewis K. Wynne, Supervising
Counselor, Division of
Vocational Rehabilitation
Post Office Box 1036
Dade City, Florida 33525

FEDERAL DEVELOPMENTS IN EDUCATIONAL PROGRAMS FOR OLDER PERSONS *

by

Willis W. Atwell, Deputy Commissioner
Administration on Aging
Washington, D. C.

The Administration on Aging is especially pleased to be participating in this statewide institute on the development of educational programs for older persons. This represents an important step forward in the matter of education and aging.

There were a number of sound recommendations made ten years ago at the White House Conference on Aging. Many of these were echoed at the 1971 Conference, because meetings like this did not follow the 1961 Conference. Perhaps part of the difference is organization and dollars. There was no administration on Aging, no Older Americans Act with grants for States, no R & D and Training, and no strong commitment to aging at the Federal level to urge agencies to respond to the special needs of older people.

In preparation for the 1971 White House Conference on Aging the National Retired Teachers Association and American Association of Retired Persons established a research unit to look at developments since 1961. In respect to education they reported:

> Developments since 1961
>
> In 1966, Congress passed the Adult Education Act, creating the Adult Basic Education Program. The Federal government finances 90 percent of the program; the States fund 10 percent of the program and also administer it, mainly in the public schools. All persons 16 and over are eligible for instruction in subjects through the 12th grade level, including the three R's, speech and verbal comprehension.

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* The manuscript of this address was received after the Report was in press. We are including it as a separate document, so that those who are operating in the field may have the benefit of it. (The editors)

Although 479,912 students enrolled in adult education courses in 1969, only 13,210 (2.7 percent) were 65 and over. Significantly, two-thirds of Americans over 65 have had no schooling beyond the 8th grade, and one out of five cannot read or write well enough to deal competently with the complexities of modern life. Each new generation of retired persons is changing, however, and demands for educational opportunities are expected to increase.

Apathy on the part of the aging may only partly explain their present lack of participation in adult education programs. No unit of the Federal government provides guidance or leadership in that field, and only one State Department of Education (New York's) has a section devoted exclusively to adult education. Moreover, few universities are carrying out research in this area.

A 1966 study by John C. Johnstone and Ramon J. Rivera, however, did offer data to suggest that an informal setting may be conducive to greater participation by the elderly in education. Only seven percent of the aging respondents in the Johnstone-Rivera study mentioned school as the place of their most recent instruction. Far higher proportions of the respondents mentioned the facilities of community, religious and business organizations.

Unfortunately, most adult education is geared largely to educated middle and upper-class groups. One way to increase the participation of the less affluent may be to provide practical courses concerned with daily living—instruction, for example, in consumer problems, employment opportunities and taxation. In its 1970 report, the President's Task Force on Aging recommended that the Department of Education and the AoA work together to set up a new program that would conduct research and offer local communities technical assistance on "education for continued living".

The Administration on Aging is currently in the process of carrying out the recommendation of the President's Task Force and I shall report on this later. First, however, I would like to point up some changes in the Older Americans Act which may assist in the direction taken by your conference—DEVELOPMENT OF EDUCATIONAL PROGRAMS FOR OLDER PERSONS.

Authorizations under the Older Americans Act expire on June 30, which means no money for aging until the Congress votes new authorizations. This process generally involves taking a new look at program directions, especially when it follows a national emphasis on program such as that generated by the White House Conference on Aging. The Administration has indicated its wishes in terms of budgetary action through the President's speech at the White House Conference on Aging when he announced he would ask for $100 million for State and community programs. To this has just been added $100 million to cover nutrition programs coupled with social services under the national nutrition act signed into law by the President late last month.

The Administration on Aging, working with the Office of the Secretary, has suggested amendments to the Older Americans Act, combining the State, Community and nutrition programs under Title III, and eliminating the Areawide Model Program. The strategy would be to require a State plan based on the sum total of Area Planning District proposals. The Governors would designate the Planning Areas so presumably those for aging would coincide with those for health, community planning under HUD grants, plus any under DOT grants for urban mass transit.

The Area Planning Districts might be subdivided into high impact areas for initial programming and funding in a manner similar to the Areawide Models. In the high impact areas or the Planning districts every effort would be made to provide comprehensive programs for older persons, drawing on all available services. Such services might include nutrition, homemaker, protective services, recreation, telephone reassurance, opportunities for volunteer service to others, health and mental health programs, and educational programs.

We cannot talk too loudly, as yet, but probably the AoA community-nutrition funds at 90/10 matching will be dollars of last resort. In his message of March 23, the President called for a designation of funds by all Federal Departments and Agencies, earmarked, or intended for programs or services for older persons. Shortly, each Department or agency will report such funds to the Committee on Aging of the Domestic Council—the Cabinet level committee created by the President at the time of the White House Conference. The funding information will then be given to AoA for transmittal to the States. State Agencies on Aging will then have the basic information on which Federal funds are available through State agencies for services to older persons. State agencies can then tap these funds for programs to serve older persons. There are teeth in the plan because the State Agencies must report quarterly on which funds and how much was committed to services for older persons. This is compiled and reported by AoA to the Domestic Council Committee on Aging and the Office of Management and Budget. Both the Federal Departments and Agencies and the State Agencies on Aging will be on the spot to utilize these reported funds.

Within HEW, the several agencies will be reporting their financial commitments to aging programs, among them the Office of Education, Social Security Administration, Health Services and Mental Health Administration National Institutes of Health, and Social and Rehabilitation Service.

You may be interested to know that the Office of Management and Budget made a preliminary analysis for '73 of Federal Budgets for Aging and came up with a total of nearly $50 billion. Subtracting from this the Social Security amount, which includes the funds contributed by employed persons, the total is roughly $13 billion. Within HEW the smallest budget is that of the Office of Education with $2.3 million. This budget breaks down in this way:

Library Services	$ 550,000
University Community	200,000
Adult Basic Education	$1,534,000

Now, how is the Administration on Aging attempting to change this situation and encourage the Office of Education to be more responsive to the recommendations of the White House Conference on Aging?

Secretary Richardson for 1972 established several departmental priorities—one was to increase the health and social services for older Americans. AoA picked three HEW agencies with which to try a coordination approach, Social Security Administration, Health Services and Mental Health Administration and the Office of Education.

We have discovered that agencies are not reluctant to include older persons, but do not know how. Therefore, AoA has had to develop program ideas and to push for collaborative research and development projects. In the development of program ideas we with the OE staff went through a process of identifying areas of need in which education would be important and then narrowed this down to the areas in which OE should have responsibility.

The areas of need as identified were:

1. Develop Activities Meaningful to Older People
2. Promote Health
3. Promote Physical Safety

4. Develop Financial Adequacy
5. Maximize Supply of Aged Housing
6. Reduce Travel Barriers

For each the OE-AoA group developed areas in which OE might have responsibility. For example, the one on Meaningful Activities identified five areas, which were:

- Overcome barriers limiting activity choices
- Strengthen opportunities to continue previous activity
- Initiate transition counseling
- Create substitute activities for limited
- Create activities for unlimited

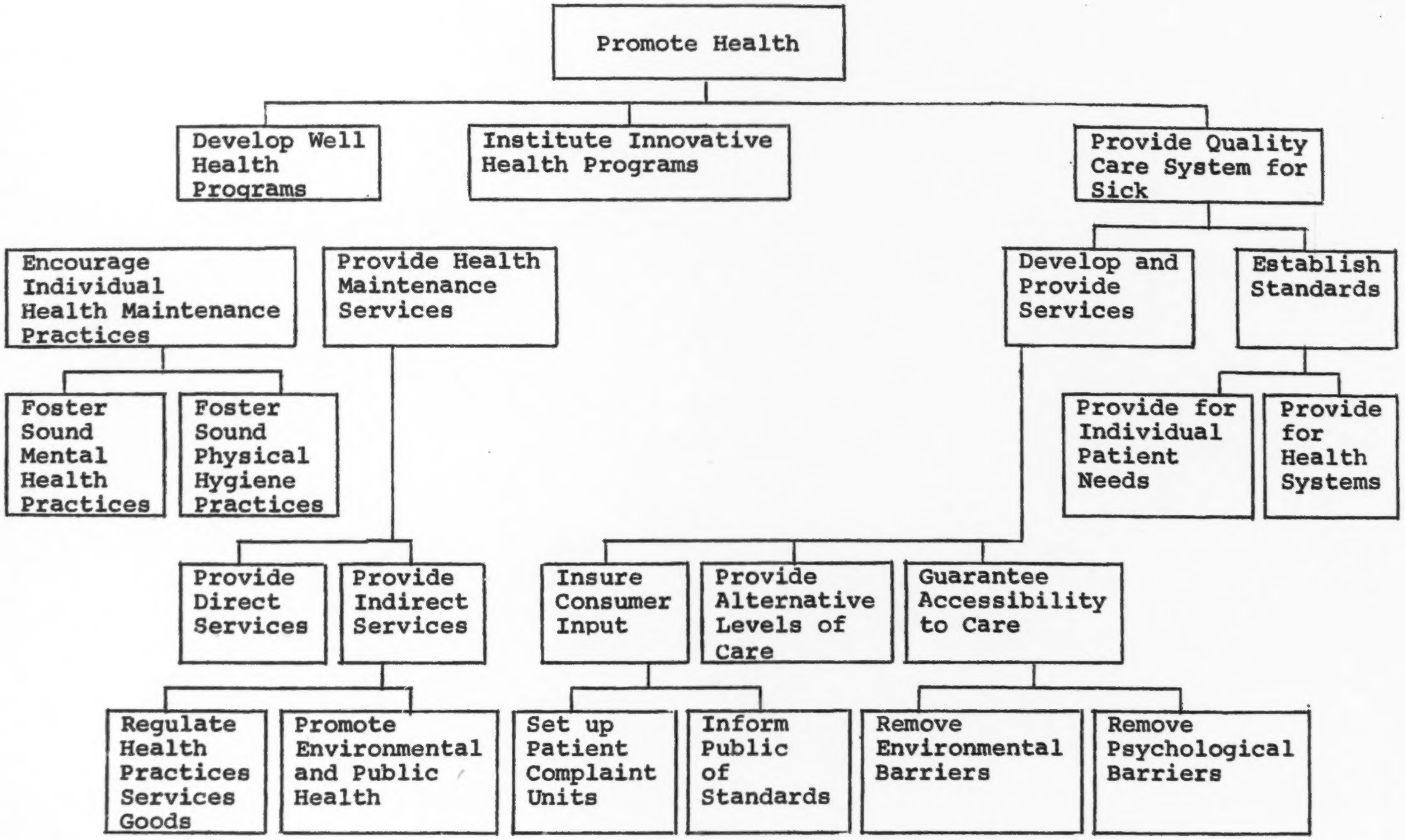
(Copies of the charts developed with OE are attached.)

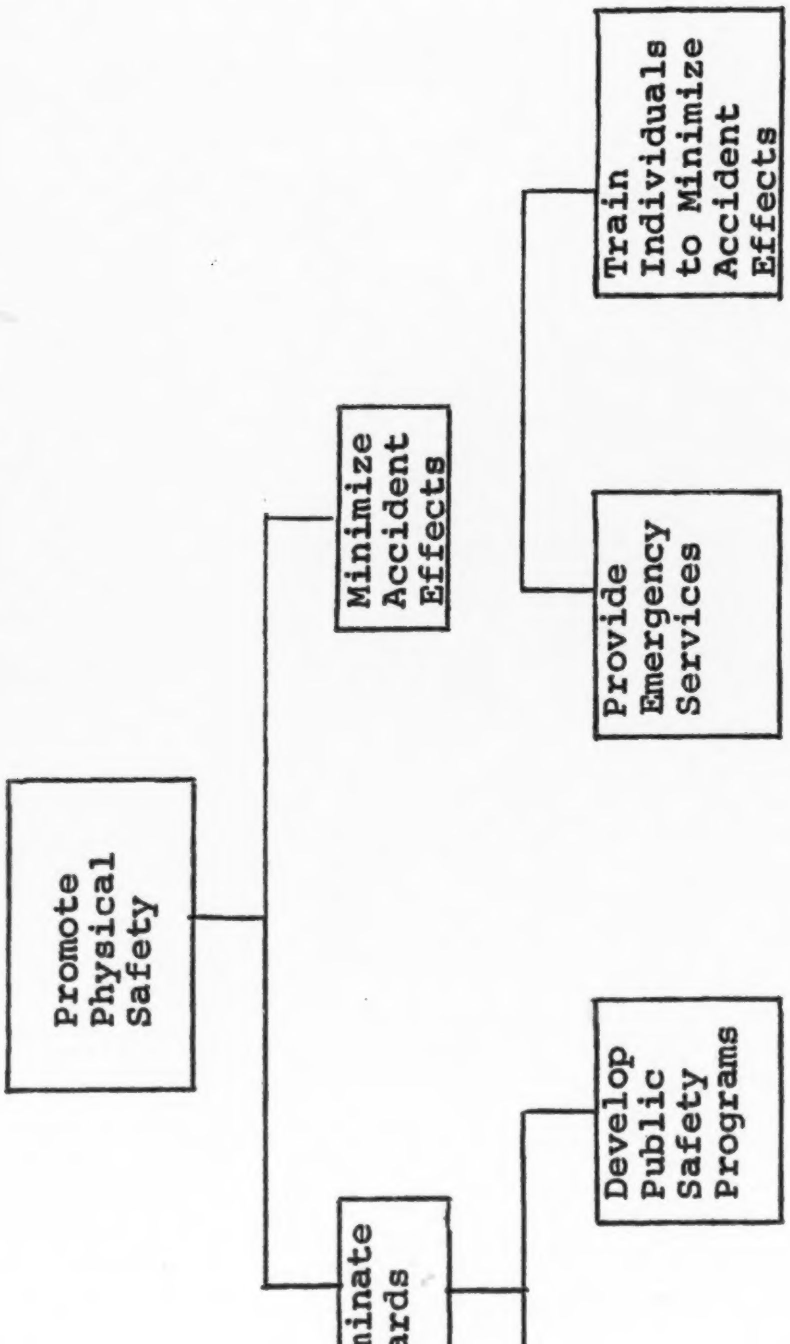
To this process we have tied a research and development proposal which includes the production of a technical assistance document outlining how OE resources can be allocated to meet the needs of the aging at the community level. Examples of innovative programs, which have already used education resources, would be included.

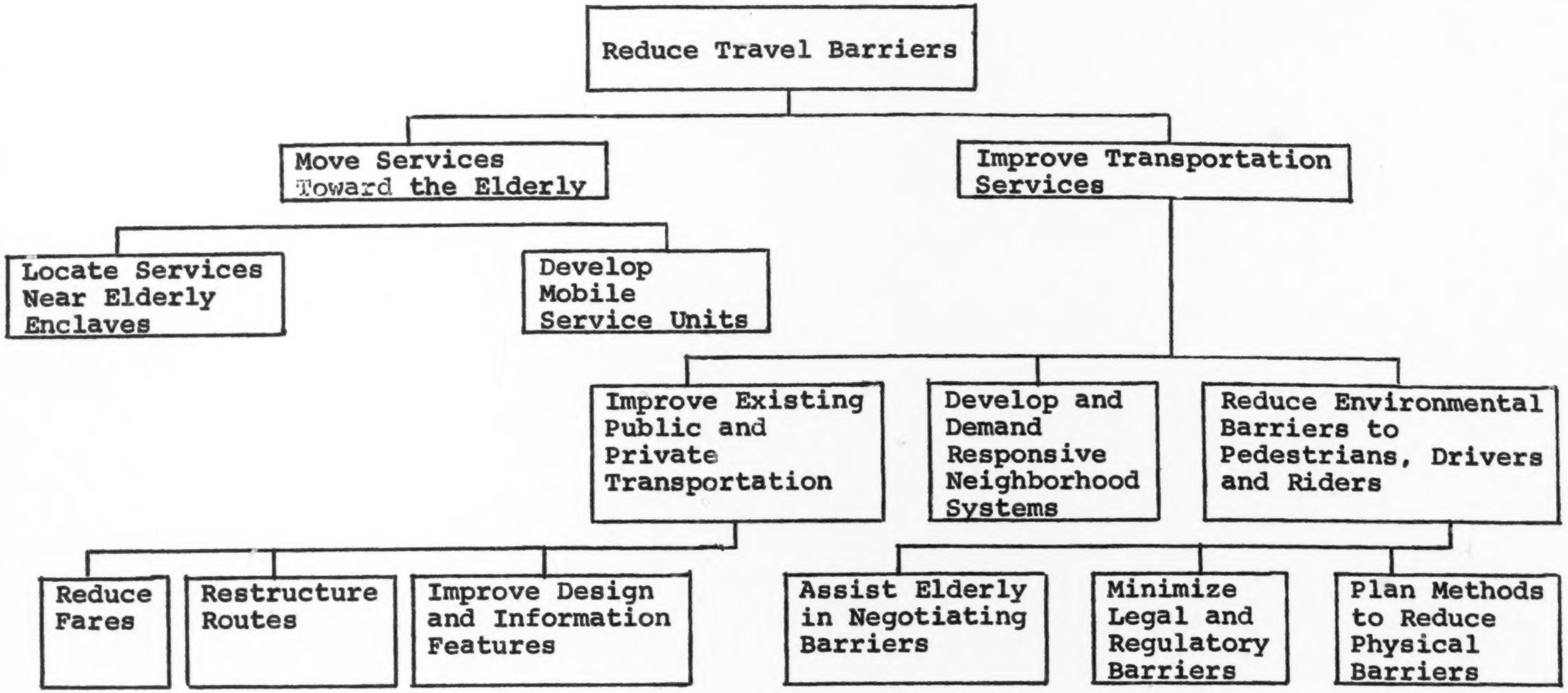
The R & D proposal also calls for a program to test special education for older persons in existing and new settings—residential, institutional and any others which can be developed.

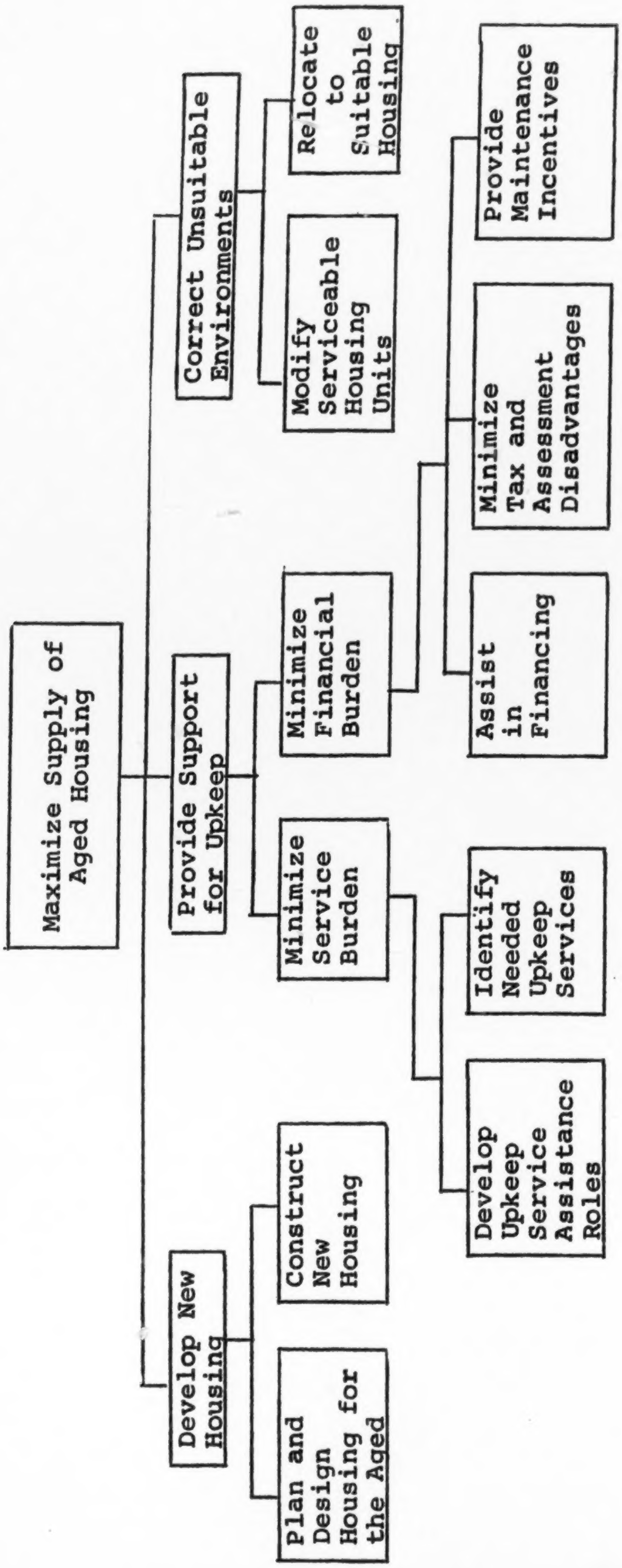
Through the R & D programs it is also anticipated that the collaborative efforts of AoA and OE would result in suggestions by OE that State's allocate formula grant funds to programs for older persons and that a person be designated within each State Department of Education to work with the State Agency on Aging in program development.

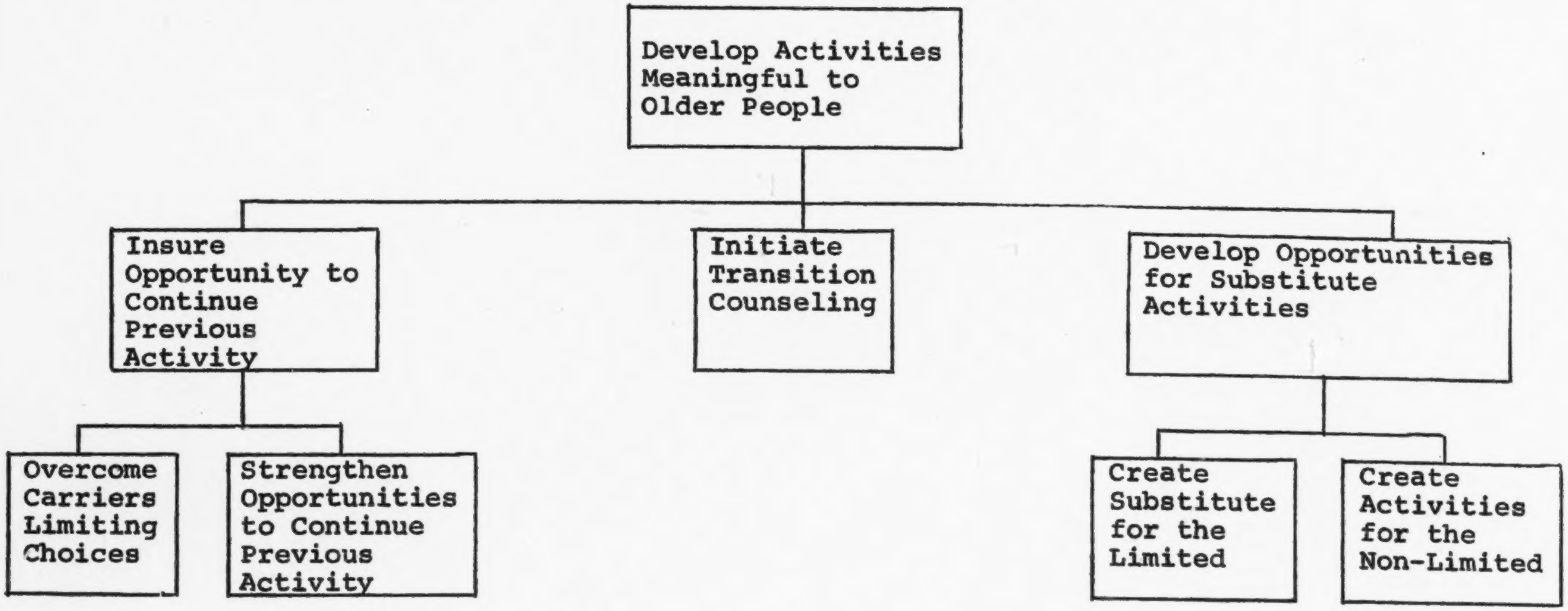
This then would tie together the new approach to planning and programming at the community level and in large measure fulfill the expectations of both the 1961 and 1971 White House Conferences on Aging in respect to education for older Americans.

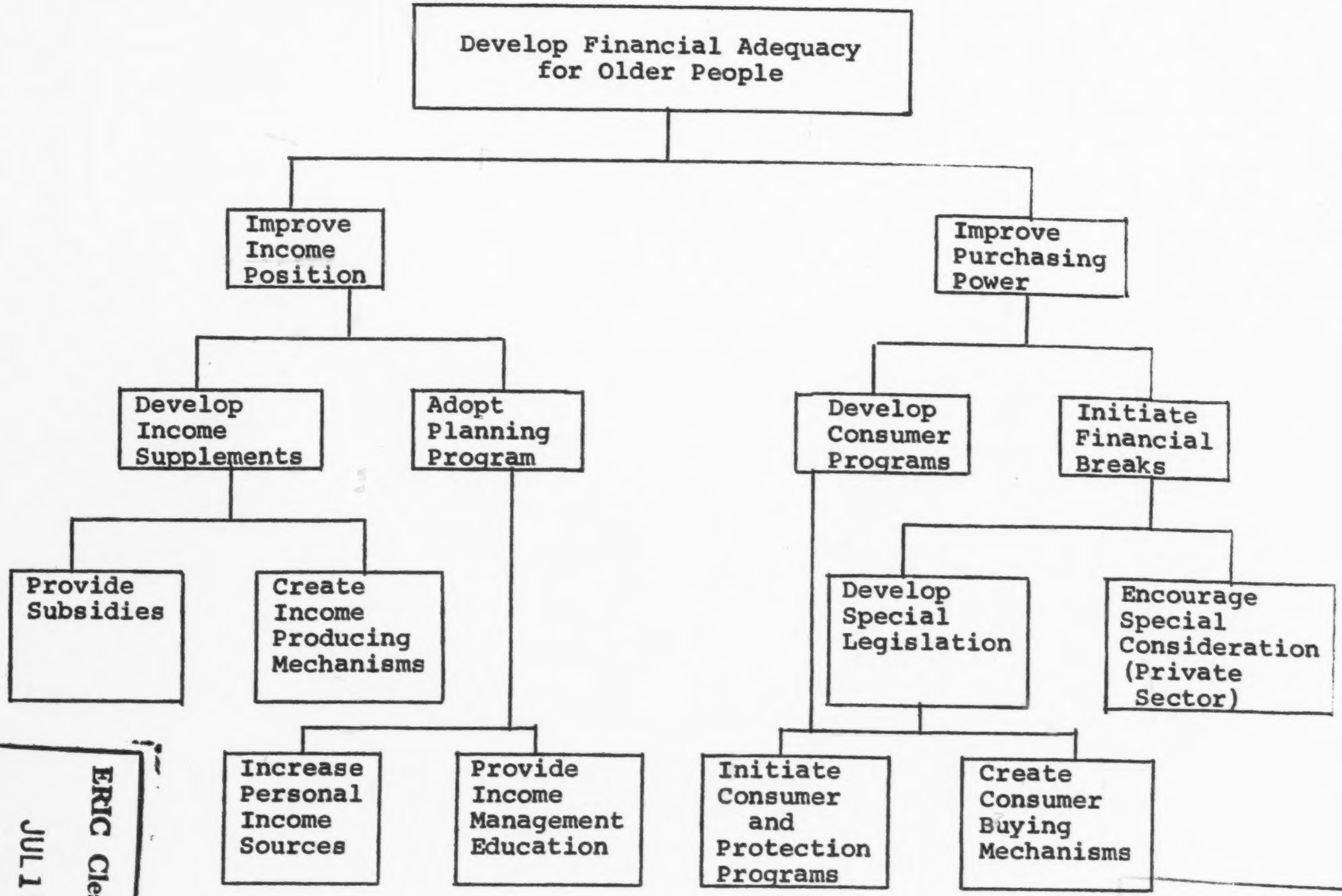

Promote Health
Develop Well Health Programs
Institute Innovative Health Programs
Provide Quality Care System for Sick
Encourage Individual Health Maintenance Practices
Provide Health Maintenance Services
Develop and Provide Services
Establish Standards
Foster Sound Mental Health Practices
Foster Sound Physical Hygiene Practices
Provide for Individual Patient Needs
Provide for Health Systems
Provide Direct Services
Provide Indirect Services
Insure Consumer Input
Provide Alternative Levels of Care
Guarantee Accessibility to Care
Regulate Health Practices Services Goods
Promote Environmental and Public Health
Set up Patient Complaint Units
Inform Public of Standards
Remove Environmental Barriers
Remove Psychological Barriers


Promote Physical Safety
Eliminate Hazards
Minimize Accident Effects
Provide Home Safety Checks
Develop Public Safety Programs
Provide Emergency Services
Train Individuals to Minimize Accident Effects


Reduce Travel Barriers
Move Services Toward the Elderly
Improve Transportation Services
Locate Services Near Elderly Enclaves
Develop Mobile Service Units
Improve Existing Public and Private Transportation
Develop and Demand Responsive Neighborhood Systems
Reduce Environmental Barriers to Pedestrians, Drivers and Riders
Reduce Fares
Restructure Routes
Improve Design and Information Features
Assist Elderly in Negotiating Barriers
Minimize Legal and Regulatory Barriers
Plan Methods to Reduce Physical Barriers


Maximize Supply of Aged Housing
Develop New Housing
Provide Support for Upkeep
Correct Unsuitable Environments
Plan and Design Housing for the Aged
Construct New Housing
Minimize Service Burden
Minimize Financial Burden
Modify Serviceable Housing Units
Relocate to Suitable Housing
Develop Upkeep Service Assistance Roles
Identify Needed Upkeep Services
Assist in Financing
Minimize Tax and Assessment Disadvantages
Provide Maintenance Incentives


Develop Activities Meaningful to Older People
Insure Opportunity to Continue Previous Activity
Initiate Transition Counseling
Develop Opportunities for Substitute Activities
Overcome Carriers Limiting Choices
Strengthen Opportunities to Continue Previous Activity
Create Substitute for the Limited
Create Activities for the Non-Limited


Develop Financial Adequacy for Older People
Improve Income Position
Improve Purchasing Power
Develop Income Supplements
Adopt Planning Program
Develop Consumer Programs
Initiate Financial Breaks
Provide Subsidies
Create Income Producing Mechanisms
Develop Special Legislation
Encourage Special Consideration (Private Sector)
Increase Personal Income Sources
Provide Income Management Education
Initiate Consumer and Protection Programs
Create Consumer Buying Mechanisms

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